

# Student Evaluation of Instruction (SEI)

## Pilot Program Report

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### 1 INTRODUCTION

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The adoption of the new Student Evaluation of Instruction (SEI) will replace the Student Instructional Report 2<sup>nd</sup> Generation (SIR II) beginning Fall 2015 at Florida SouthWestern State College. The SEI will be accessed online and will allow 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 in which students can evaluate over the access period will also allow 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 is intended to showcase the new features included in the SEI and, where appropriate, both make comparisons to the SIR II (eSIR in the case of online courses) and serve as a benchmark for future analysis.

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 (Strongly Agree, Agree, Disagree, or Strongly Disagree) while the remaining four questions are open ended. The traditional (ground version) consists of 17 questions, 13 of which are forced-choice questions (Strongly Agree, Agree, Disagree, or Strongly Disagree) 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, Coordinator of Academic Assessment, Academic Affairs ([Joseph.VanGaalens@fsw.edu](mailto:Joseph.VanGaalens@fsw.edu); x16965).

### 2 RESPONSE RATES

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Florida SouthWestern's Student Evaluation of Instruction (SEI) pilot program was run during the Spring 2015 term. The survey period opened on Friday, April 3, 2015 and closed on Friday, April 24, 2015. The pilot was run with 19 faculty volunteers spanning 92 (15 online / 77 traditional) course sections, amassing a total student population of 2000 (318 online / 1682 traditional). A time-lapse of survey responses is shown in Figure 1.

Of the 2000 enrolled students (based on final drop/add enrollment issued Feb. 6, 2015), 459 survey responses were compiled resulting in a 22.95% overall response rate. While this is on the lower end of the reported response rate according to published research (Dommeyer, 2004), at least three of the 19 pilot program instructors reported making no mention of the survey so as to have a baseline comparison for any reminders or incentives they wish to attempt going forward. Response rates for these three

instructors never exceeded 25% for any one course. Moreover, instructors who reported using incentives or reminders of some kind exhibit response rates for their courses of 50% or greater in all cases. Given this information, a response rate of 30% or greater is achievable at minimum for the full program rollout in Fall 2015; a rate more in keeping with the literature (Dommeyer, 2004).

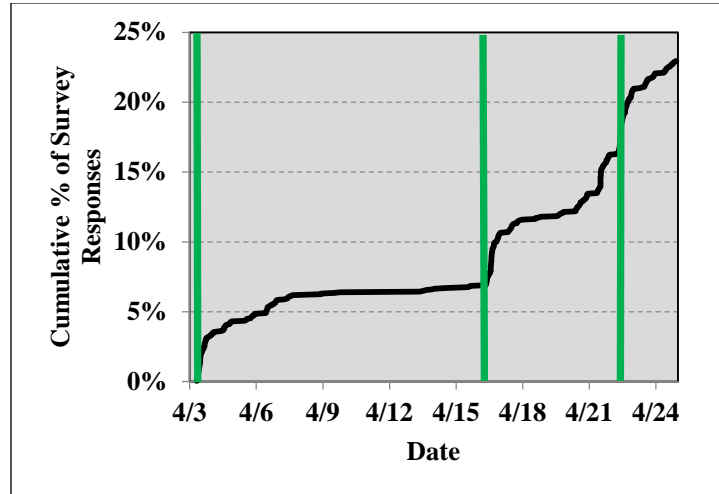


Figure 1. Cumulative percentage of survey responses over the survey period for SEI pilot program, Spring 2015. Green lines denote date of Assessment Office announcement/reminder emails.

The response rate for online course sections was 25.6% which is comparable to the eSIR response rate of 27.9% from the Fall 2013 survey of the same 19 faculty (Figure 2). The response rate for traditional course sections was 22.8%. While considerably lower than the SIR II response rate of 66.6% from the Fall 2013 survey of the same faculty, the response rates have potential to climb substantially based on the discussion above. For example, in the two days before the third email reminder on April 22, one instructor initiated an incentive program in all course sections in which they taught. Response rates for that instructor jumped from less than 20% to over 70% in those two days. This spike is visible in the climb in response rate on April 21, the day prior to the final email reminder issued by the Assessment Office (Figure 1).

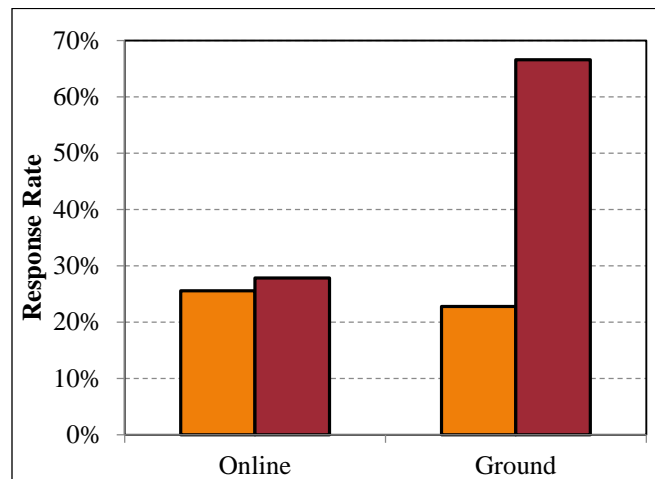


Figure 2. Response rates for SEI pilot (orange) and eSIR (for online courses) or SIR II (for ground courses) (both red) from Fall 2013 survey data of the same 19 faculty included in the SEI pilot.

### 3 SAMPLE FACULTY-VIEW RESULTS

The results of the SEI are in real-time, however, the release of those results does not occur until after grades have been submitted for the semester in which the survey was conducted. For the Spring 2015 pilot study, the survey results were released on Friday, May 15, 2015, a delay of seven business days following grade submission to allow for any extenuating circumstances such as grade changes. Once faculty have access to results, they can review material in a variety of ways.

Faculty are provided a quantitative score release which includes mean and standard deviation for each question presented in their survey (including discipline/department specific questions). Figure 3 is an example of what the quantitative results page looks like. Also provided is a qualitative results page tallying all questions eliciting an open ended response by question (Figure 4).

Student Evaluation of Instruction (SEI) for Traditional Courses							
Strongly Agree	Agree	Disagree	Strongly Disagree	Mean	Standard Deviation	Did Not Answer	Total Responses
<b>I was able to learn well from my professor's style of presentation.</b>							
50% 10	45% 9	5% 1	0% 0	3.45	0.59	0	20
<b>I received timely feedback on my work.</b>							
85% 17	15% 3	0% 0	0% 0	3.85	0.36	0	20
<b>The grading policies for this course were clearly explained.</b>							
90% 18	10% 2	0% 0	0% 0	3.9	0.3	0	20

Figure 3. Screen capture of sample quantitative results page from a randomly selected Spring 2015 pilot faculty volunteer.

<b>What aspect of the course did you like most?</b>
<ul style="list-style-type: none"> <li>• The [redacted] as it really required knowledge and understanding of [redacted].</li> <li>• The environment she set up with the class as a whole from the beginning.</li> <li>• The [redacted] choices being very broad.</li> <li>• I enjoyed how much she made the class feel comfortable about [redacted].</li> <li>• I love the use of the class time and how she made sure everything was understandable to everyone.</li> <li>• Makes the class comfortable to [redacted].</li> <li>• Interactions with other students to become more comfortable.</li> <li>• I enjoyed the group project the most</li> <li>• Professors enthusiasm and willingness to help</li> </ul>

Figure 4. Screen capture of sample question from the qualitative results section with all responses tallied. Redactions exist in areas where students made direct references to class-specific course materials or called out instructor by name.

The SEI results also allow for comparison on multiple levels. Faculty can review mean scores from their results compared with mean scores from their department (sample shown in Figure 5), the college (Figure 6), as well as compare one course section with the results of all of their sections combined (Figure 7). The instructor's discipline/department specific question results can also be compared with the department or by course section.

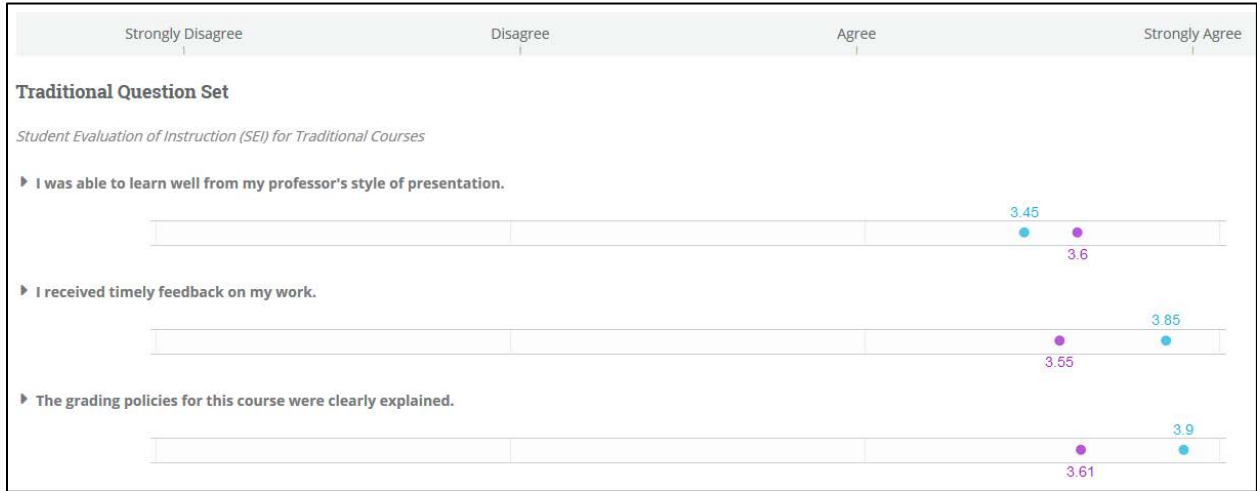


Figure 5. Screen capture of sample comparison of faculty results (teal) as compared with their department (purple).

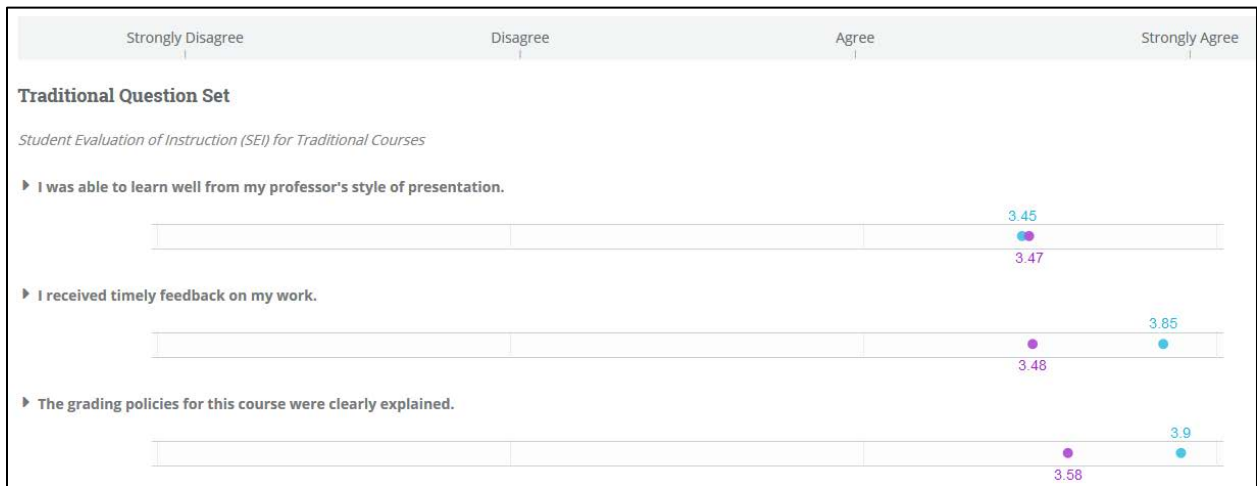


Figure 6. Screen capture of sample comparison of faculty results (teal) as compared with FSW (purple).

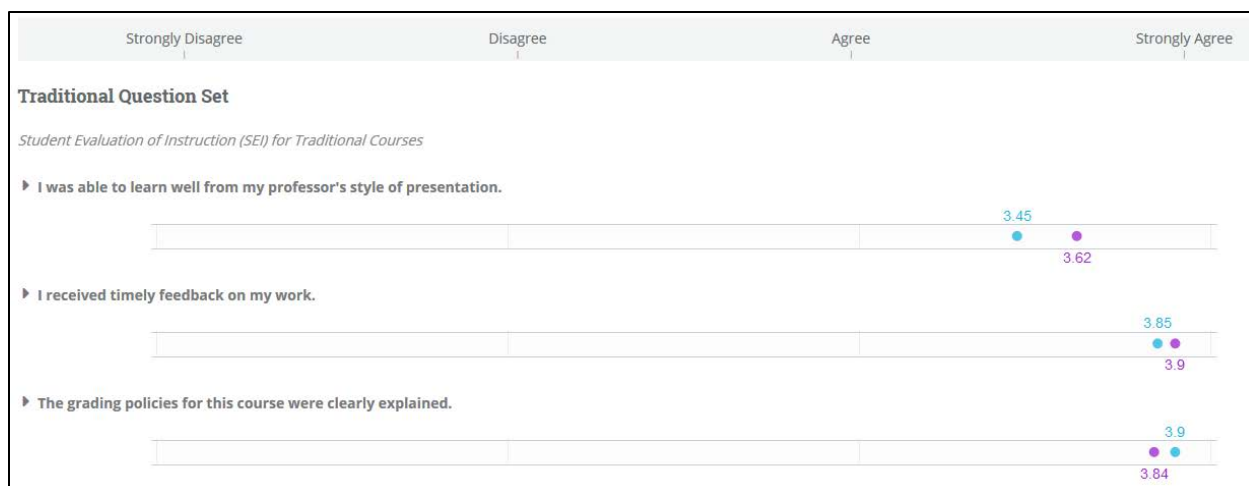


Figure 7. Screen capture of sample comparison of faculty results for one course (teal) as compared with results from all other sections taught (purple).

## 4 PILOT STUDY RESULTS

The pilot-wide results for the forced-choice quantitative questions for the online sections are shown in Figure 8 and Table 1. All questions exhibit positive responses (Agree or Strongly Agree) at greater than 90% with the exception of Questions 8, 9, and 13. All questions exhibit a mode of 4 (Strongly Agree). The results to the survey feedback question “Which one of these questions was most confusing to you?” are shown in Figure 9. Questions 1, 4, and 13 exhibit the highest response to this question at 15%, 17%, and 19%, respectively.

The pilot-wide results for the traditional sections are shown in Figure 10 and Table 2. All questions exhibit positive responses (Agree or Strongly Agree) at greater than 90% with the exception of Question 8. All questions exhibit a mode of 4 (Strongly Agree). The results to the same survey feedback question are shown in Figure 11. Question 8 exhibits the highest response to this question at 23%. Question 7 exhibits the second highest response regarding confusion at just over 14%.

The SEI for both online and traditional courses is slightly different in order to accommodate the instructional differences between the two. The results of common questions for both online and traditional for forced-choice quantitative questions are shown in Figure 12 and Table 3. All questions exhibit positive responses (Agree or Strongly Agree) at greater than 90%. All questions exhibit a mode of 4 (Strongly Agree).

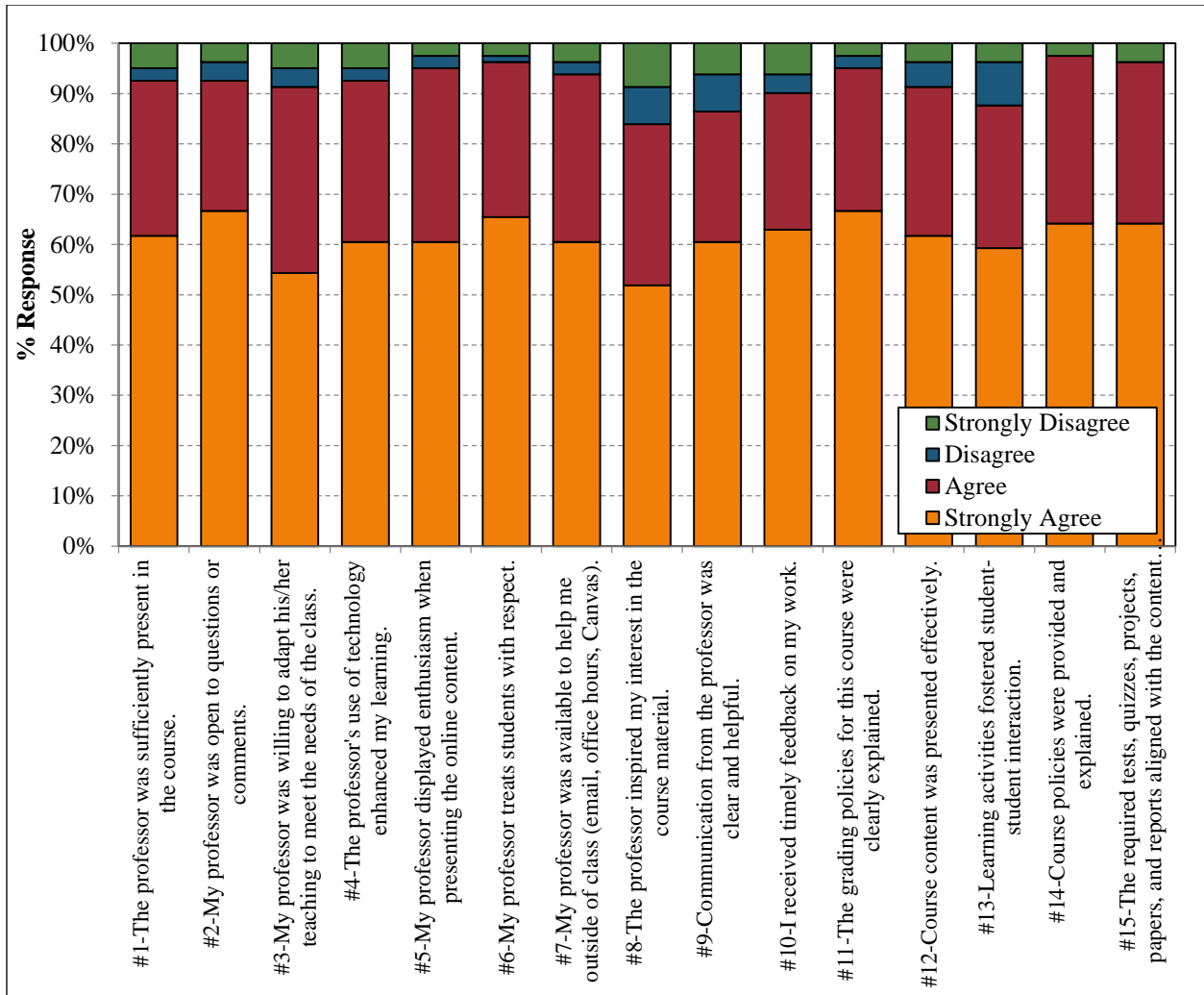


Figure 8. Pilot-wide results for Online course SEI for Spring 2015.

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15
<b>Mode</b>	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
<b>Mean</b>	3.5	3.6	3.4	3.5	3.5	3.6	3.5	3.3	3.4	3.5	3.6	3.5	3.4	3.6	3.6
<b>Standard deviation</b>	0.78	0.74	0.79	0.78	0.67	0.65	0.73	0.94	0.88	0.84	0.67	0.76	0.81	0.63	0.69

Table 1. Descriptive statistics for SEI Online course survey (4-Strongly Agree, 3-Agree, 2-Disagree, 1-Strongly Disagree).

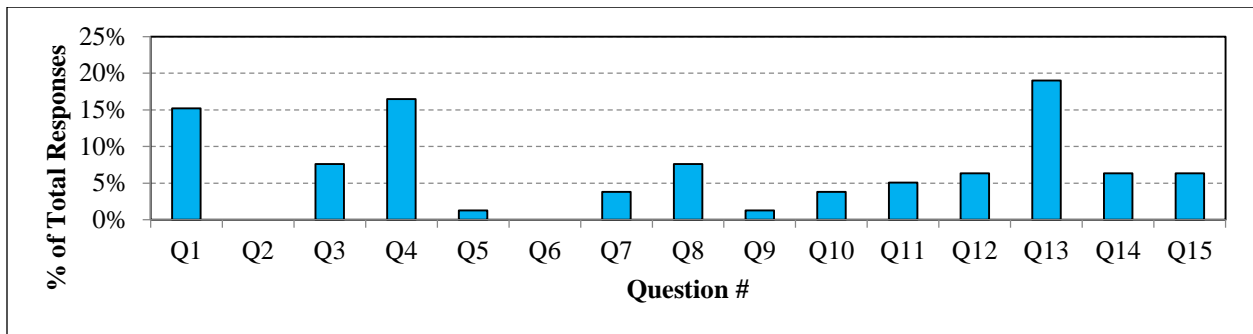


Figure 9. Results to Online course SEI question "Which one of these questions was most confusing to you?"

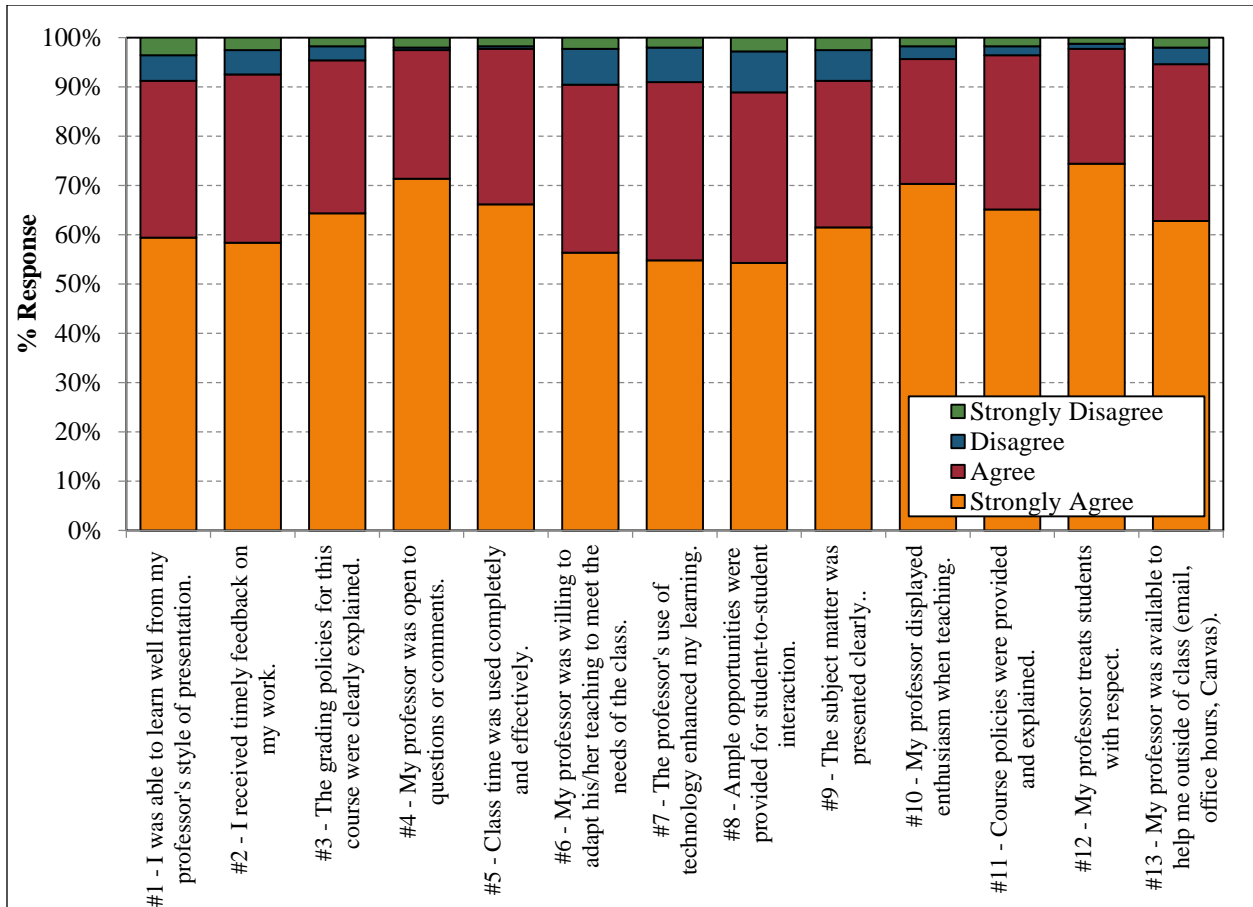


Figure 10. Pilot-wide results for Traditional (ground) SEI for Spring 2015.

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13
<b>Mode</b>	4	4	4	4	4	4	4	4	4	4	4	4	4
<b>Mean</b>	3.5	3.5	3.6	3.7	3.6	3.4	3.4	3.4	3.5	3.6	3.6	3.7	3.6
<b>Standard deviation</b>	0.76	0.71	0.64	0.60	0.60	0.73	0.71	0.76	0.73	0.63	0.62	0.55	0.66

Table 2. Descriptive statistics for SEI Traditional (ground) survey (4-Strongly Agree, 3-Agree, 2-Disagree, 1-Strongly Disagree).

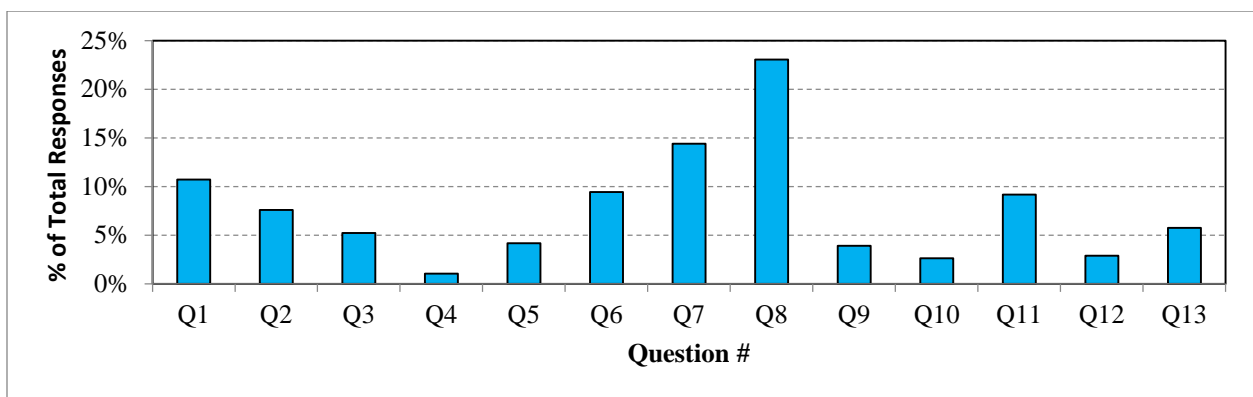


Figure 11. Results to Traditional (ground) course SEI question "Which one of these questions was most confusing to you?"

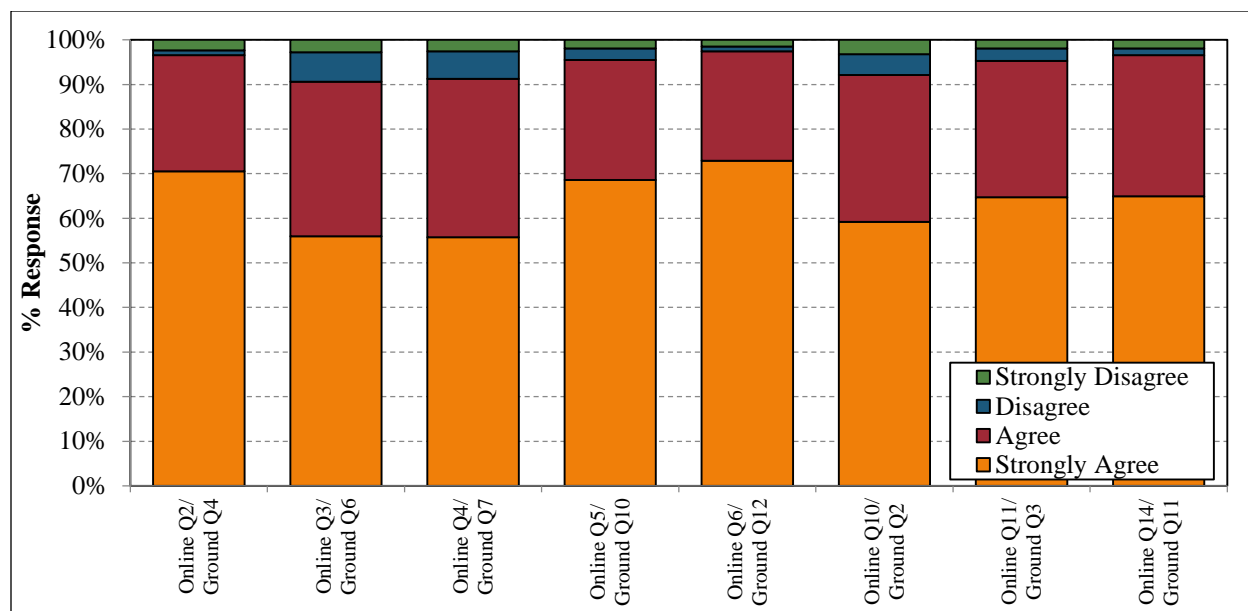


Figure 12. Pilot-wide results for SEI questions common to both Online and Traditional (ground) surveys for Spring 2015.

	Q2/4	Q3/6	Q4/7	Q5/10	Q6/12	Q10/2	Q11/3	Q14/11
<b>Mode</b>	4	4	4	4	4	4	4	4
<b>Mean</b>	3.6	3.4	3.4	3.6	3.7	3.5	3.6	3.6
<b>Standard deviation</b>	0.63	0.74	0.73	0.63	0.57	0.73	0.64	0.62

Table 3. Descriptive statistics for SEI questions common to both Online and Traditional (ground) survey (4-Strongly Agree, 3-Agree, 2-Disagree, 1-Strongly Disagree).

## 5 COMPARISON OF SEI TO SIR II OR ESIR

The SEI shares the same functionality and purpose as the SIR II (eSIR in the case of online course). In cases where the wording is similar enough to limit any variation as a result of question interpretation by the reader a comparison has been made to show how the 5-point forced-choice response of the SIR II and eSIR (Very effective, Effective, Moderately Effective, Somewhat ineffective, and Ineffective) translates to the 4-point forced-choice responses of the SEI (Strongly Agree, Agree, Disagree, Strongly Disagree). SIR II and eSIR results from the raw data used in the eSIR vs. SIR II Comparison Report – Fall 2013 (see <http://www.fsw.edu/facultystaff/assessment/history>) for the 19 SEI pilot volunteer faculty were compiled to make a direct comparison with SEI pilot results. Comparisons for similar questions are shown in Figures 13 through 23.



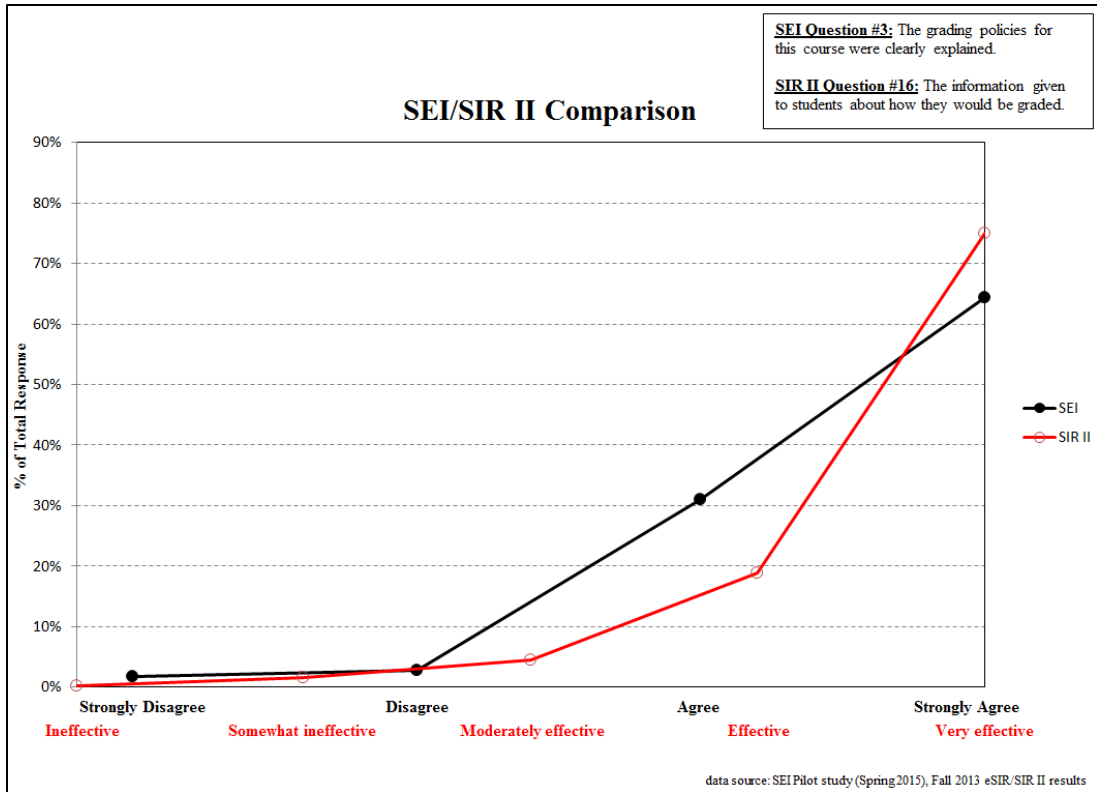


Figure 13. Comparison of SEI pilot instructors in Traditional (ground) Q #3 and SIR II Q #16.

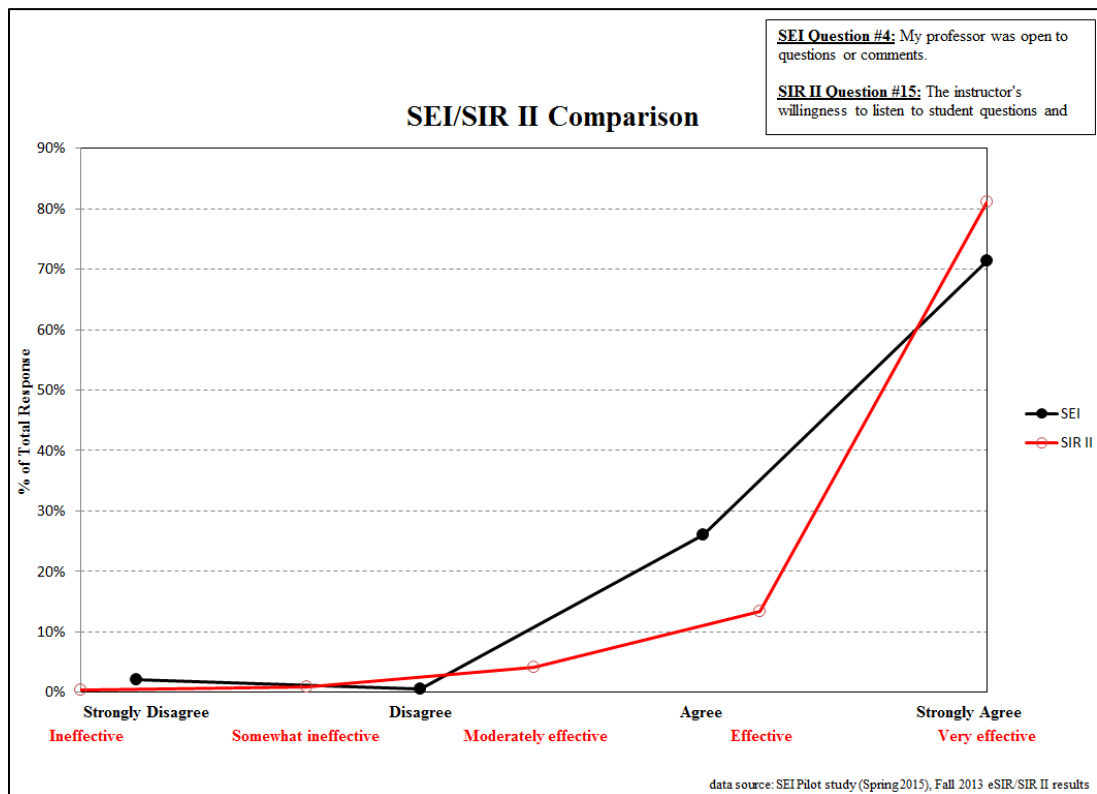


Figure 14. Comparison of SEI pilot instructors in Traditional (ground) Q #4 and SIR II Q #15.

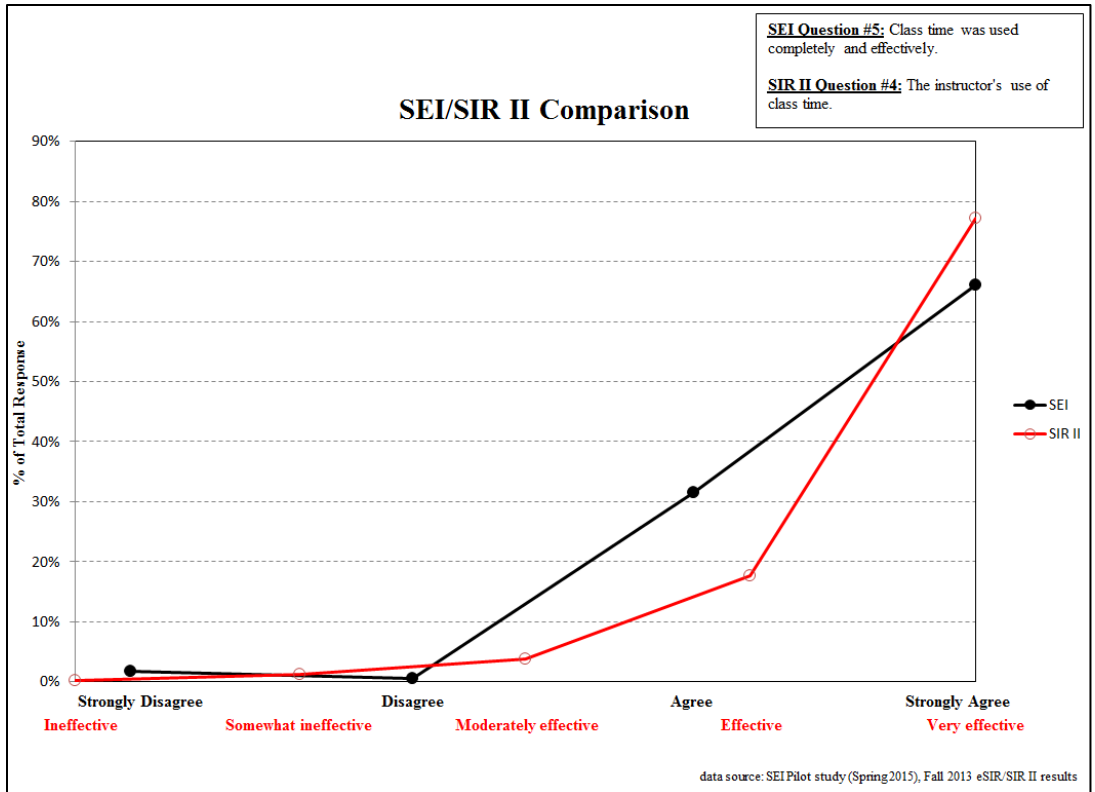


Figure 15. Comparison of SEI pilot instructors in Traditional (ground) Q #5 and SIR II Q #4.

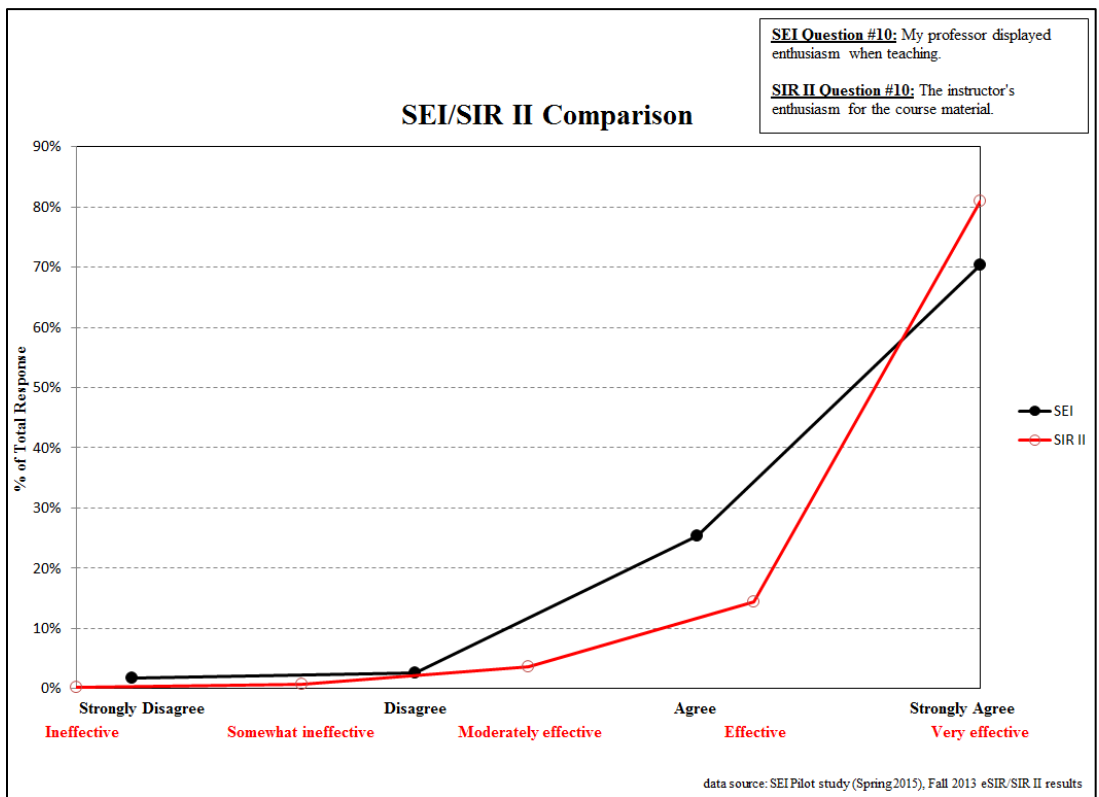


Figure 16. Comparison of SEI pilot instructors in Traditional (ground) Q #10 and SIR II Q #10.

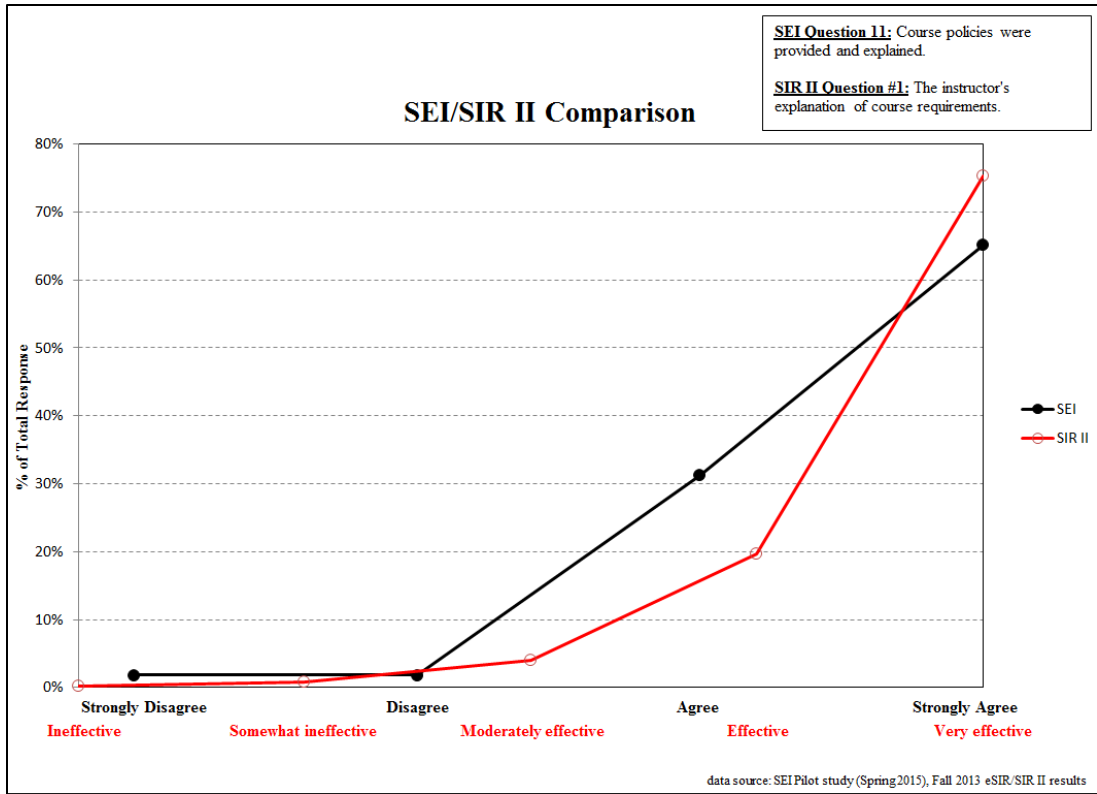


Figure 17. Comparison of SEI pilot instructors in Traditional (ground) Q #11 and SIR II Q #1.

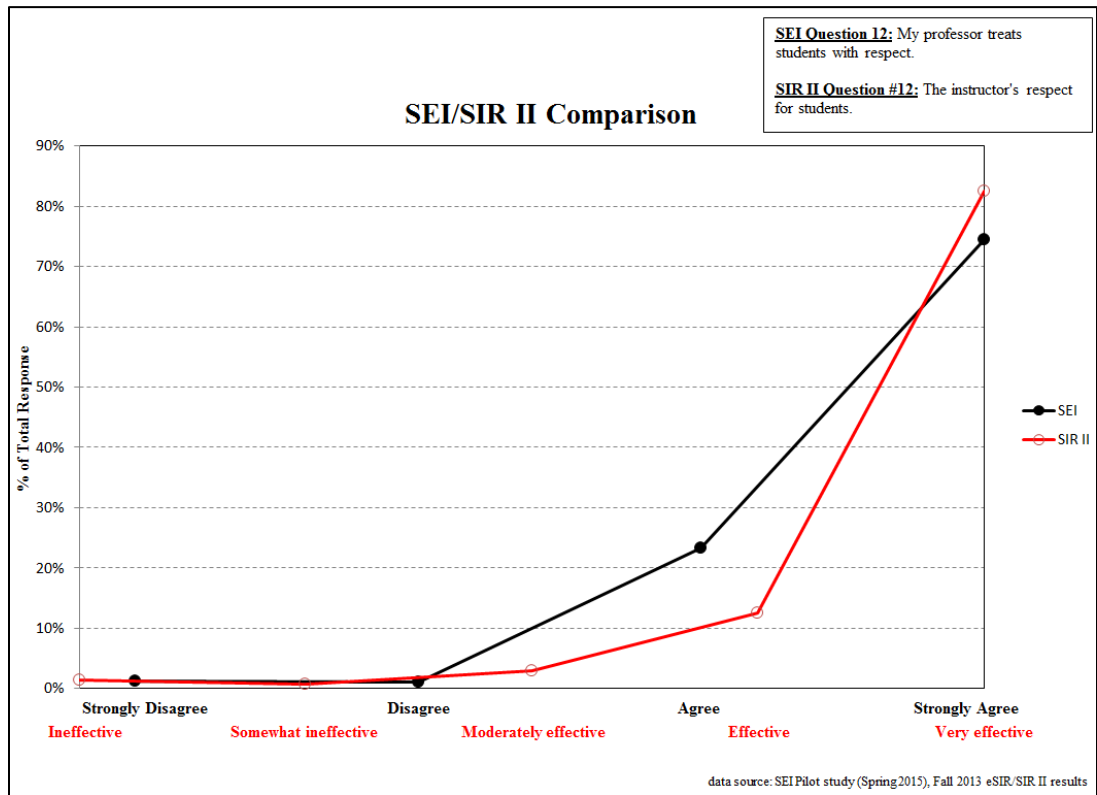


Figure 18. Comparison of SEI pilot instructors in Traditional (ground) Q #12 and SIR II Q #12.

In all cases the SIR II results exhibit approximately 10% higher response rates for the most positive response (Very effective) compared with the SEI counterpart (Strongly Agree). Conversely, in all cases the SIR II results exhibit approximately 10% lower response rates for the second most positive response (Effective) compared with the SEI counterpart (Agree). There is some precedent for altered response rates on the 'very positive' end of categories based on the number of choices given to the survey taker that does not necessarily have to do with true satisfaction ratings (Danaher and Haddrell, 1996). These differences may be a result of slight variations in construct validity of survey questions between the SEI and SIR II. The differences in the categories and the ways this may affect respondent choice may have influenced criterion-related aspects of the survey (Arreola, 2007; Thorndike and Hagen, 1969). However, the need for predictability of respondents' future activity is not as important as overall positive or negative evaluations. Therefore, a comparison of overall positive response rates was conducted where the SIR II positive responses are a summation of three choice options and the SEI is a summation of two choice options. Positive responses for both the SIR II and SEI show very good agreement (Table 4).

	Q3/16	Q4/15	Q5/4	Q10/10	Q11/1	Q12/12
<b>SIR II +/-</b>	98.3%	98.6%	98.6%	99.0%	99.0%	97.9%
<b>SEI +/-</b>	95.3%	97.4%	97.7%	95.6%	96.4%	97.7%

Table 4. Comparison of combined positive response rates for SIR II (Very effective, Effective, and Moderately effective) with SEI (Strongly Agree and Agree).

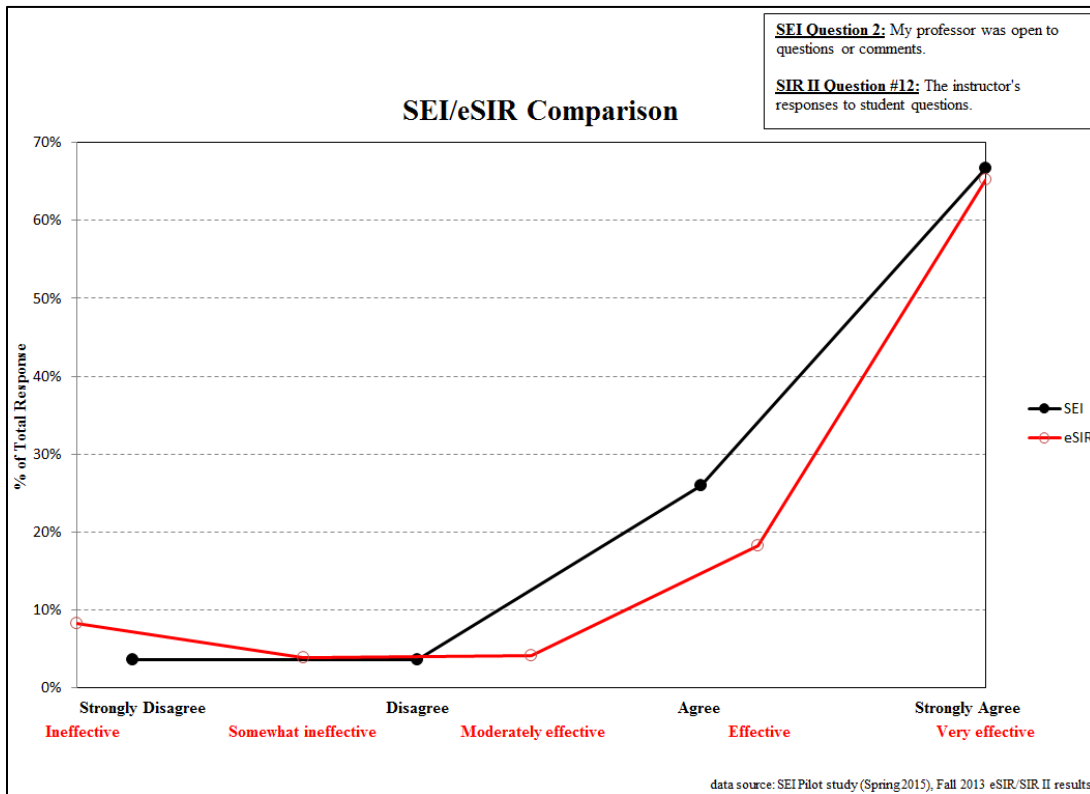


Figure 19. Comparison of SEI pilot instructors in Online Q #2 and eSIR Q #12.

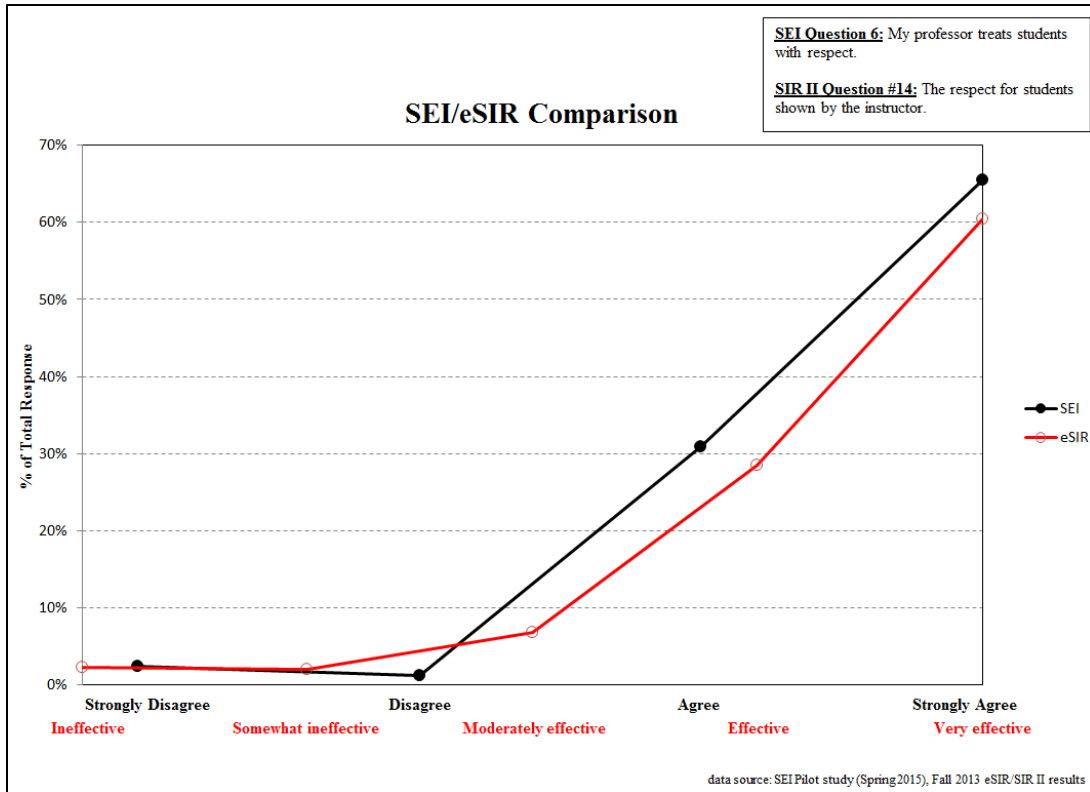


Figure 20. Comparison of SEI pilot instructors in Online Q #6 and eSIR Q #14.

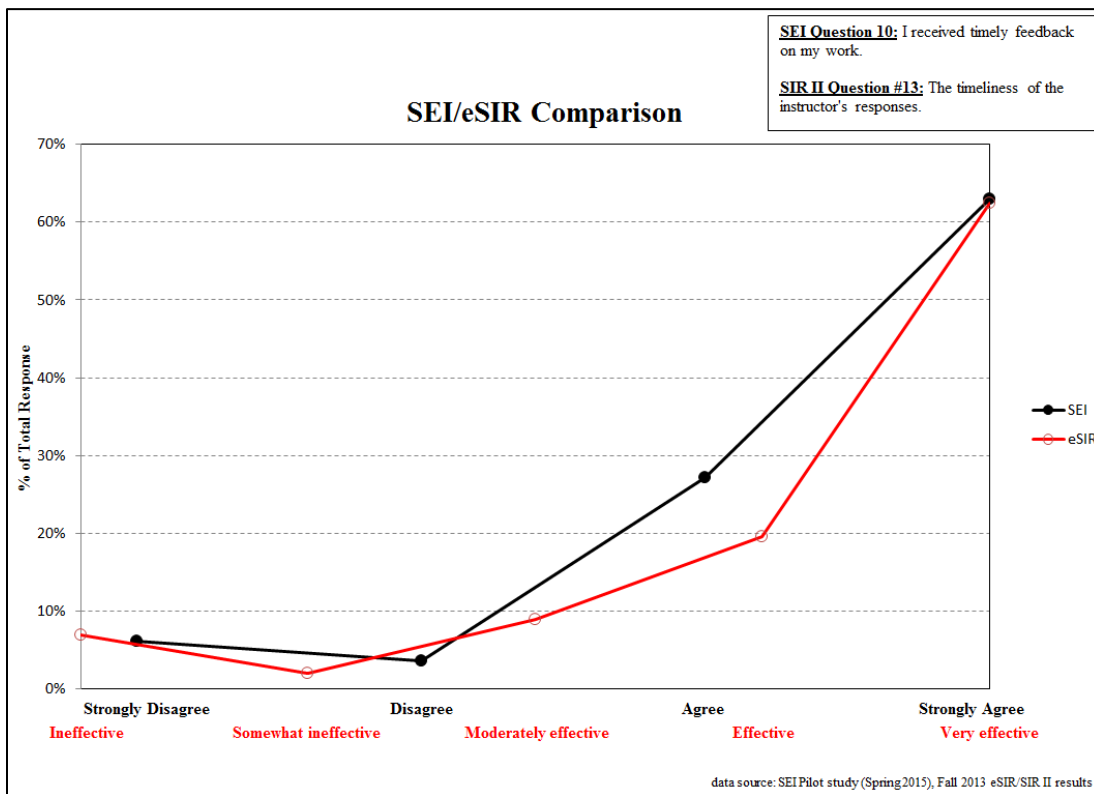


Figure 21. Comparison of SEI pilot instructors in Online Q #10 and eSIR Q #13.

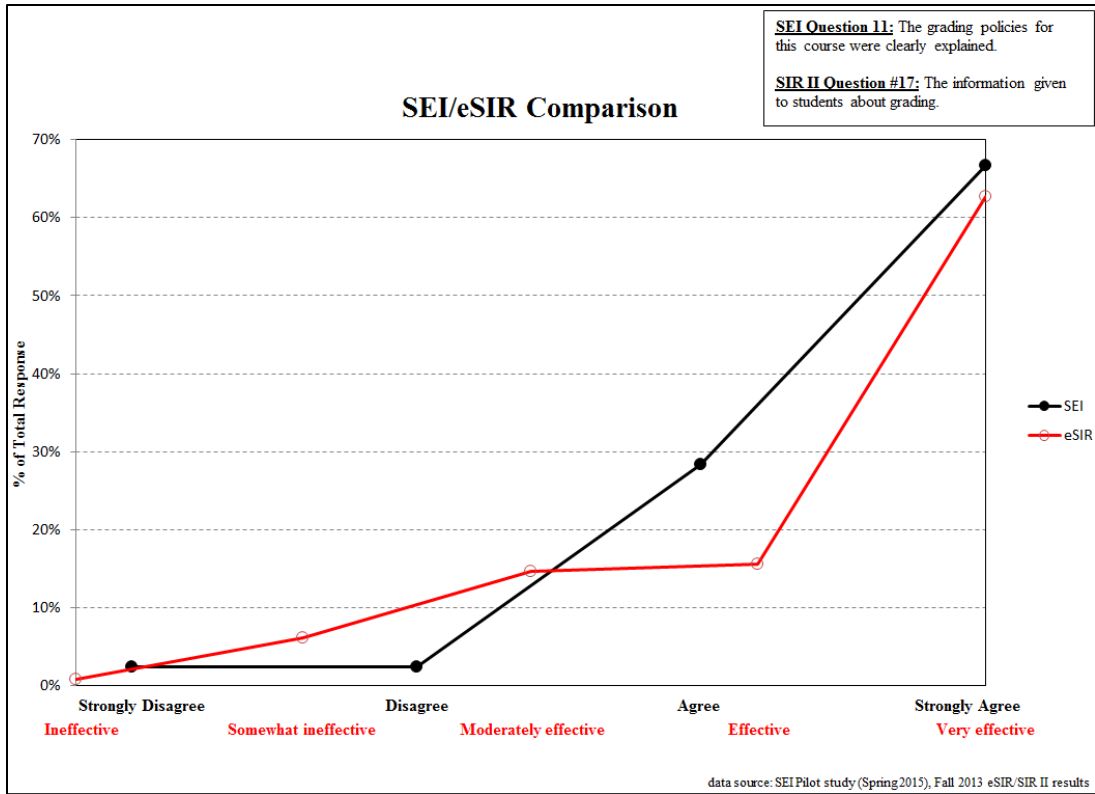


Figure 22. Comparison of SEI pilot instructors in Online Q #11 and eSIR Q #17.

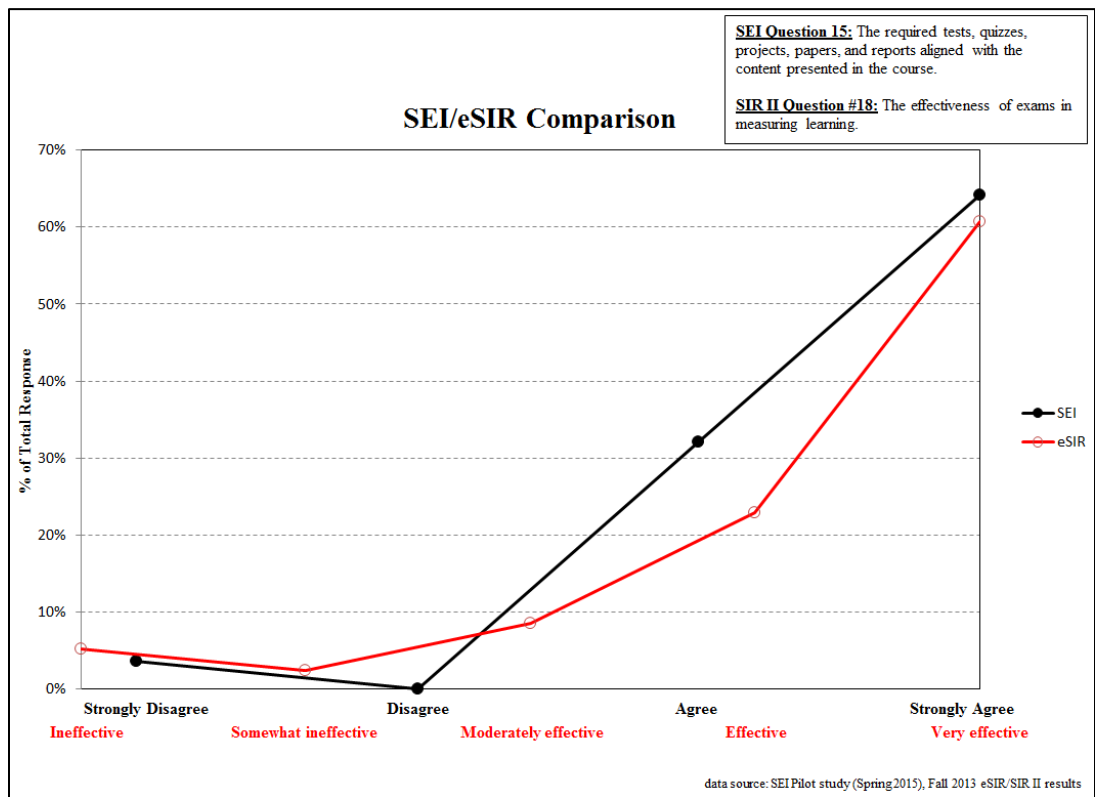


Figure 23. Comparison of SEI pilot instructors in Online Q #15 and eSIR Q #18.

In the comparison of eSIR to SEI results, in all cases the SEI results exhibit a minimum of 5-7% higher response rates for the most positive response (Strongly Agree) and second most positive response (Agree). A comparison of overall positive response rates was conducted where the SIR II positive responses are a summation of three choice options and the SEI is a summation of two choice options. The results are shown in Table 5. While both positive responses for the SEI exceed that of the eSIR, the inclusion of a third positive category for the eSIR (Moderately effective) results in similar positive response rates for both SEI and eSIR (Table 5).

	Q6/14	Q10/13	Q11/17	Q15/18
eSIR +/-	95.7%	91.1%	92.9%	92.2%
SEI +/-	96.3%	90.1%	95.1%	96.3%

Table 5. Comparison of combined positive response rates for eSIR (Very effective, Effective, and Moderately effective) with SEI (Strongly Agree and Agree).

## 6 CONCLUSIONS

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FSW's adoption of the new Student Evaluation of Instruction (SEI) will commence in Fall 2015. A pilot study was conducted during the Spring 2015 semester consisting of 19 volunteer faculty members to test the tool and system. This report is intended to showcase the new features included in the SEI and, where appropriate, make comparisons to the SIR II (eSIR in the case of online 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 the pilot study analysis results are as follows:

1. Overall response rate for the pilot of the SEI which consisted of 19 faculty members spanning 92 course sections and 2000 students was 22.95%. Response rate for the online courses was 25.6% and was 22.8% for ground courses.
2. A review of results available to faculty include:
  - a. A summary of all qualitative responses categorized by survey question
  - b. Descriptive statistics for each quantitative question by course
  - c. Comparisons of personal results between courses taught, with department, and college-wide.
3. In a benchmark analysis for the SEI for online courses, all questions exhibit positive responses (Agree or Strongly Agree) at greater than 90% with the exception of Questions 8, 9, and 13.
4. A review of the results to the survey feedback question for online courses "Which one of these questions was most confusing to you?" Questions 1, 4, and 13 exhibit the highest responses at 15%, 17%, and 19%, respectively.
5. In a benchmark analysis for the SEI for traditional (ground) courses, all questions exhibit positive responses (Agree or Strongly Agree) at greater than 90% with the exception of Question 8.
6. A review of the results to the survey feedback question for traditional (ground) courses "Which one of these questions was most confusing to you?" Question 8 exhibits the highest response to at 23%. Question 7 exhibits the second highest response regarding confusion at just over 14%.
7. As the SEI includes questions that are slightly different for traditional courses and online courses to accommodate instructional differences, common questions for both were pooled for a

benchmark analysis. In this benchmark analysis, all questions exhibit positive responses (Agree or Strongly Agree) at greater than 90%.

8. In a study comparing SEI ground courses responses to similarly worded questions from SIR II, the SIR II results exhibit approximately 10% higher response rates for the most positive response (Very effective) compared with the SEI counterpart (Strongly Agree). Conversely, in all cases the SIR II results exhibit approximately 10% lower response rates for the second most positive response (Effective) compared with the SEI counterpart (Agree).
9. In that same study, a summation of positive responses for the SIR II (Very effective, Effective, or Moderately effective) are in good agreement with positive responses for the SEI (Strongly Agree or Agree).
10. In a similar study comparing SEI online courses responses to the eSIR, in all cases the SEI results exhibit a minimum of 5-7% higher response rates for the most positive response (Strongly Agree) and second most positive response (Agree).
11. In that same study, a summation of positive responses for the eSIR (Very effective, Effective, or Moderately effective) are in good agreement with positive responses for the SEI (Strongly Agree or Agree).

## 7 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