

MEMORANDUM

To: MAJ Virginia DeRoma, Chair, Evaluation of Instruction Committee
Subject: Student Evaluation of Instruction (SEI) Best Practices Report
From: Review of Student Evaluation Instruments Subcommittee,
CAPT Keith Plemmons and CAPT Paula Rivers
Date: March 20, 2006

BACKGROUND

The Review of Student Evaluation Instruments Subcommittee was given the charge by the Evaluation of Instruction Committee to search and review best practices of student evaluation instruments and to recommend the most appropriate best practices.

FINDINGS

During this review, the need for a multidimensional instrument for student evaluation of instruction became apparent, and a necessary component of our review. We found that the focus, questions, and dimensions used by various instruments varied widely. Also, it was noted that best practice instruments included a section for student self-evaluation. As a result of our review, the best practices were identified according to the following criteria:

- Focus on student learning, rather than instructor personality
- Fairness, by accounting for factors that are beyond the instructor's control
- Multidimensional nature of questions
 - Student Information (self-evaluation of effort, expectations, learning activities, etc.)
 - Perceived Learning Outcomes (progress in Bloom's Taxonomy, etc.)
 - Instructor (intellectual excitement, interpersonal rapport, organization, etc.)
 - Usefulness of Learning Resources or Activities
 - Difficulty of the Course
 - Rating of Overall Quality of the Course
- Applicability of questions to The Citadel

Our search included both written and on-line sources, recognizing the difficulty of surveying all available instruments.

RECOMMENDED INSTRUMENTS

The following instruments are recommended for consideration, with the first four receiving our highest recommendation.

[IDEA Student Ratings of Instruction from Kansas State University](http://www.idea.ksu.edu/StudentRatings/index.html)
<http://www.idea.ksu.edu/StudentRatings/index.html>

- Focus on student learning, rather than instructor personality
- The Faculty Informational Form and the Diagnostic (Long) Form provide multiple evaluations and course information.
- Well organized and published a fee schedule.
- Options for online and paper version.

Faculty Course Evaluation (FCE)

<http://www.cmu.edu/teaching/assessment/FCE.pdf>

- Simple but effective
- Evaluated the course in several dimensions before rating the course.
- Received permission from the author to use the copyrighted material.

Instructional Assessment System (IAS) from the University of Washington

http://www.washington.edu/oea/services/course_eval/index.html

- Similar to IDEA
- Different forms for different class formats
- Space for additional items

Student Instructional Report II

<http://www.ets.org/portal/site/ets/menuitem.1488512ecfd5b8849a77b13bc3921509/?vgnextoid=ff79af5e44df4010VgnVCM10000022f95190RCRD&vgnextchannel=39f1be3a864f4010VgnVCM10000022f95190RCRD>

- Hard copy of SIR II was found in “Evaluating and Improving Undergraduate Teaching in Science, Technology, Engineering and Mathematics,” by National Research Council, 2003, page 151 – 153.
- Similar to IDEA with responses in the following categories:
 - Course Organization and Planning
 - Communication
 - Faculty/Student Interaction
 - Assignments, Exams, and Grading
 - Supplementary Instructional Methods
 - Course Outcomes
 - Student Effort and Involvement
 - Course Difficulty, Work Load, and Pace
 - Overall Evaluation
 - Student Information
 - Supplementary Questions

ADDITIONAL SEI RESOURCES

The following SEI documents are presented for information only:

Harvard University Derek Bok Center for Teaching and Learning

End-of-Semester Course Evaluation Form (Form 4)

<http://bokcenter.harvard.edu/progs/evalns/fac4.html>

- Only looked at two dimensions – Student Preparation for Class and Evaluation of Instructor
- Simple and applicable to The Citadel environment

Student Assessment of Learning Gains (SALG)

<http://www.wcer.wisc.edu/salgains/instructor/>

- This website contains numerous examples of evaluation instruments, which can become templates for any number of courses. No option for paper-based evaluation.

ADDITIONAL INFORMATION ABOUT SEI

Additional information can be found at the following websites:

UNIVERSITY OF SOUTH ALABAMA

<http://www.southalabama.edu/arts&sci/SETFinalreport.pdf>

- This report makes several interesting points, especially problems with the form and whether or not to make the results available to students.

GEORGIA STATE UNIVERSITY

<http://www.cba.gsu.edu/pop/f9.html>

- Written in 1992, it still makes some good points about how the SEI data is used.

FLORIDA STATE UNIVERSITY

Academic Policies and Procedures

<http://www.fsu.edu/~facinfo/dofacpol.html#STUDENTEVALINSTRUCTION>

- Note that FSU exempts course evaluations for courses with less than 10 students.

INDIANA STATE UNIVERSITY

<http://www.cedanet.com/indiana.html>

- Report of the Task Force on Assessing and Improving Teaching and Learning at Indiana State University (October 1998)

OREGON STATE UNIVERSITY

<http://www.adec.edu/clemson/papers/houglum.html>

- The section on Scholarship and Creative Activity and its description of scholarship was considered relevant.

College Student Report 2004

<http://websurvey.indiana.edu/nsse2004/makepage.cfm>

- National Survey of Student Engagement (NSSE)