

**New UND Student Evaluation of Teaching
Instrument Development: USAT to SELFI**

**Student Evaluation of Teaching Implementation Committee (SETIC)
An Ad-hoc Committee of the University Senate
Final Report**

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Andrew Quinn, Chair (Social Work)
Melissa Gjellstad (Modern & Classical Languages & Literatures)
Dana Harsell (Political Science & Public Administration)
Linda Ray (Medical Laboratory Science)
Jane Sims (Center for Instructional & Learning Technologies)
Rob Stupnisky (Educational Foundations & Research)
Carmen Williams (Institutional Research)
Blake Andert (Political Science student, Chief of Staff for Student Government)

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USAT Committee Background and Charge

In May 2014, the UND University Senate appointed an Ad-hoc Student Evaluation of Teaching Committee chaired by Joan Hawthorne, Director of Assessment and Region Accreditation, with the charge ‘To review the content and administration of the student evaluation of teaching forms and their application.’ At the Feb 5, 2015 University Senate meeting, committee members presented the findings and final report, including a list of recommendations of which the first was “UND should adopt a new set of quantitative (closed, Likert style) questions for a portion of the UND student evaluation of teaching (SET) form.”

The committee’s recommendation was based, in part, on analysis of 32,648 USAT responses from Spring 2013 (see **USAT Data Analysis Report, Oct. 2014**). The summary of the results was as follows: “Overall, the results revealed a number of issues with the USAT form: non-normal distributions, a lack of multi-dimensionality, and evidence of repetitive/redundant questions. The most troubling result was that the instructor/course quality items did not combine into meaningful subgroups that represent high quality teaching... With these results in mind, the psychometric quality of the USAT form is best described as poor or unsatisfactory.”

Following the committee’s presentation on February 5, 2015, the University Senate voted to appoint a second committee charged to continue the work and “conduct open forums, select a new form and conduct a pilot... and plan for a pilot next fall (fall 2015) with possible implementation in fall 2016.” The appointed Student Evaluation of Teaching Implementation Committee consists of Andrew Quinn, Chair (Social Work), Melissa Gjellstad (Languages), Dana Harsell (Political Science & Public Administration), Linda Ray (Medical Lab Science), Jane Sims (Center for Instructional & Learning Technologies), Rob Stupnisky (Educational Foundations & Research), Carmen Williams (Institutional Research), and Blake Andert (Political Science student, Chief of Staff for Student Government).

SET Instrument Selection

Based on the previous USAT committee’s recommendation to use “an existing, publicly available SET form”, the SETIC identified and reviewed 12 SET forms that had been empirically tested:

- Instructional Dev. & Effectiveness Assess (IDEA; Cashin & Perrin, 1978)
- Student Instructional Report (SIR II; Centra, 1998; ETS)
- Teaching Proficiency Item Pool (Barnes et al., 2008)
- SET37 (Mortelmans & Spooren, 2009)
- Exemplary Teacher Course Questionnaire (ECTQ; Kember & Leung, 2008)
- Teaching Behavior Checklist (Keeley et al., 2010; 2006)
- eVALUate (Oliver et al., 2014)
- Student Course Experience Questionnaire (SCEQ; Ginns, Prosser, & Barrie, 2007)
- Course Experience Questionnaire (CEQ; Ramsden, 1991)
- Students’ Evaluation of Education Quality (SEEQ; Marsh, 1982)
- Student Perceptions of Teaching Effectiveness (SPTE; Burdsal & Bardo, 1986)
- Students’ Eval of Teaching Effectiveness (SETERS; Toland & De Ayala, 2005)

SETIC discussed the list of SETs and did not select several because they were proprietary (IDEA, SIR II), had poor psychometrics (Teaching Proficiency Item Pool), were for specific student populations (e.g., graduates; CEQ) or specific academic units (eVALUate), and were deemed less valid evaluation tools of teaching for UND.

The selected established SET instrument was the ‘Student Evaluation of Educational Quality’ (SEEQ, see below) questionnaire developed by Herbert Marsh (1982). It is generally regarded as the most valid and reliable student evaluation of teaching instrument developed to date. The dimensions and questions were developed from other instruments, interviews with teachers and students, and psychometric analyses of empirical data. In 1991, Marsh and colleagues examined nearly 1 million surveys from 50,000 classes to consistently find the 9 factors ultimately selected. The instrument has been found to be highly internally consistent during individual administrations (Cronbach’s alpha \approx .95) and longitudinally over a 13-year period. In terms of validity, SEEQ ratings significantly correlate with faculty evaluations of own teaching, student performance on exams, and trained external observers. Communication with Dr. Marsh confirmed that this form is publically available for use.

Focus Group Procedure

Focus groups were conducted on the UND campus to obtain feedback on the proposed new instrument for the Student Evaluation of Teaching at UND. The SETIC conducted 8 focus groups (Oct-Nov 2015) that asked participants their thoughts on the new proposed instrument. SETIC members transcribed and took notes on focus groups’ feedback during sessions, and sessions were audio recorded if confirmation of any comments was needed. Five of these focus groups consisted of faculty, two of the groups consisted of administrators, and the one final group consisted of students. The sessions begin by sharing a background on the SETIC history and the proposed new SET instrument – the SEEQ. After participants reviewed the instrument (as well as the existing USAT), each participant had an opportunity to provide his/her general impressions of the new form. Thereafter the moderator open the floor for discussion on several additional questions to evoke other comments and impressions. The focus group questions were:

- “Please share your thoughts on the proposed new instrument.”
- “Examining each factor (Learning, Enthusiasm, etc.), do you think these adequately represent the important dimensions of teaching? If not, please explain.”
- “Examining each factor (Learning, Enthusiasm, etc.), do you think each of the questions validly represent these factors? In other words, do the questions measure the dimension of teaching they are intended to measure? If not, please explain.”
- “Are there questions that are not on the instrument that you would like to see added? Are there questions on the instrument that you feel should not be asked? If so, please identify them.”
- “How do you foresee the effectiveness of this instrument for: (a) Formative feedback for instructors? (b) Summative feedback for tenure, promotion, and annual reviews?”
- “This Fall (2015), we are planning to pilot a new SET form in a select number of classes on campus. Would you be willing to allow us to administer a pilot SET form such as this in your class?”
- (Psychometric group only) “What analyses would you like to see conducted on data generated by this instrument to test its validity, reliability, and psychometric quality?”
- (Students only) “A recommendation made by the Ad-hoc USAT committee was that ‘UND should adopt a small set (5-6 questions) of quantitative (closed, Likert style) questions for students to use to inform other students of their perceptions of the course. The responses to these questions should then be made publicly available.’ What do you think would be the best questions for this purpose?”

Focus Group Findings

Focus group results were highly informative to the SETIC in terms of the development of the next UND SET. Focus group transcripts and notes were read and discussed by SETIC members. Andrew Quinn compiled the participants’ responses and coded them to generate emerging themes: *general positives and negatives about the form, the form doesn’t work for all disciplines/styles, how the form will be used, issues with the questions, what is missing/suggestions for improving the form, and students’ capabilities.*

- **General positive and negative comments on the form.** On the positive side, many faculty expressed that they liked the form. There were some comments that portrayed an ambiguous tone, such as that the new form was a reasonable first pass, an improvement but still had issues, and it was better than the old form but not much better. A faculty member commented on the committee's decision to choose an existing form with literature on best practices backing it. Other positive comments about the SEEQ form included that it was a better attempt at specific areas, that it was grouped into areas, that it went more in-depth, and it was much clearer for the students. Also, many faculty members thought that the factors (Learning, Enthusiasm, etc.) captured many of the key elements of teaching that should be evaluated, although they had suggestions for revisions and additions (see below).

There were several negative statements made about the SEEQ including its length, the use of neutral in the Likert set, it did not capture what the students bring to the course, and that it was not much different than the original USAT form.

- **The form doesn't work for all disciplines/styles.** This overarching theme described how the form did not appear to be applicable to different styles of teaching or learning or to all the various disciplines offered at UND. One of the biggest concerns was that the form had questions that did not take into account the fact that not all classes are lecture-based (some might be active learning, lab based, or skill building) (Question 12), not all classes require students to take notes (Question 12), not all classes require students to form groups (Questions 13-16), and not all classes require students to use theories (Question 21). A redundant concept captured during the focus groups was that SEEQ did not capture the active learning trends and best practices in current class design. Another redundant idea captured was that the SEEQ also did not take into account the online synchronous or asynchronous delivery that is becoming more commonplace at UND. Respondents found that concepts like humor, note taking, and group interaction might not occur in the same way in an online learning environment. Finally, participants did not think the form did a good job of capturing the different learning styles of our students.
- **How the form will be used.** There was a fairly robust discussion about how the form will be used. Interestingly, the value of its use was split, with some participants seeing how it can be used for summative and formative feedback, while others were concerned about how the university will use these forms and whether or not they will be used in a punitive manner. In fact, one comment expressed a concern that faculty were scared of these forms and how they were being used at present. There was discussion throughout the focus groups on how chairs would focus on a set of specific questions from the old USAT form and use some sort of aggregate score for promotion, tenure, and annual evaluations. Focus group participants wondered about this same thing for the new form. One participant wanted to know if the new form could discriminate between a good teacher and a bad one. There were discussions on whether the SEEQ was evaluating the teaching or the instructors. Finally, there was concern expressed that faculty would begin "teaching to the form" to ensure high ratings.
- **Issues with the questions.** Several participants raised issues with the various questions on the SEEQ. For example, the psychometric group picked up on the fact that several of the questions were double barreled. Some faculty found it to be very subjective. Other participants expressed concerns with the use of the term humor in the questions, the insistence of the form to rate lecture delivery, group interaction, and workload difficulty. Other concerns expressed were related to the

idea that the questions within factors appeared to be redundant. Several participants mentioned that some question pairs were redundant, such as Questions 5 & 6, Questions 13 & 14, Questions 30 & 32, and Questions 28 & 29. Others had concerns about the use of specific qualifiers within questions throughout the form. For example, terms like genuine interest, or the notion of fair grading, or the term value were seen as too subjective. There was also concern expressed that the header workload difficulty was not an appropriate header (in fact, one participant found the comparison between classes to be problematic). Similar concern was expressed regarding the group interaction header; participants felt that the questions did not reflect group interaction at all. Finally, breadth of coverage was a header that was indicated by many as problematic as it did not also allow for reflection on depth of coverage also.

- **What is missing from the form and suggestions for the form.** Perhaps the largest concern that was expressed was that faculty, in general, wanted the demographic type questions retained from the original USAT. These questions included the student's year, reason for taking the course, and expected grade. Mainly, these questions were discussed in terms of being used to offer some discrimination between the types of students answering the questions. In addition, a general feeling that the SEEQ was not capturing the newer pedagogical approaches and also not pointing in the direction that UND is going with teaching and learning excellence. Other concepts missing were questions about the effort put forth, the use of technology or other innovative teaching approaches, the use of timely feedback, the use of learning outcomes, the effectiveness of the instructor to reach various learning styles, the appropriate workload, the respect for diversity and values, and the access to the instructor (office hours).

There were several suggestions given to improve the form. Several suggestions indicated that the form could better reflect some existing frameworks, such as Bloom's taxonomy, the goals of Essential Studies, and the Council for the Advancement of Standards in Higher Education Learning and Development Outcomes. Other suggestions included to group factors together, such as enthusiasm and group interactions. In a similar vein, it was suggested to consolidate the categories to form one big category. Other suggestions included to cut one question from each section to shorten the length, to drop the workload/difficulty category all together, and perhaps to rename the factors to be more reflective of the questions. An example of the latter would be to call it learning environment instead of enthusiasm.

- **Student capabilities.** A final theme that emerged demonstrated a genuine concern about the students' ability to comprehend the form and complete in such a way that produces meaningful data. One redundant idea was that students did not understand how to best use the N/A category. Another concern expressed was that there will be an association between how the students filled out the form and where they were in their pursuits of degrees. For example, it was expressed that a freshman might find some of the questions harder to answer than a junior. Another concern expressed was that students would not really understand the nature of the course and its objectives in order to provide meaningful feedback to the instructor.

Revisions to SEEQ

The SETIC reviewed the findings of the focus groups and discussed next steps. The committee agreed that the existing SEEQ, although rigorously empirically validated, contained too many issues to be used at UND for student evaluation of teaching. The SETIC worked together to revise the SEEQ based on the findings from the focus groups. The result was the SEEQ-R1 (see below).

**[Provided to Focus Group Participants]
SEEQ (Marsh, 1982)**

Instructions: For each of the following statements select the response that most closely expresses your opinion. Please mark NA if the item does not apply to you or your instructor.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	NA
Learning/Value:						
1. I have found the course intellectually challenging and stimulating.	1	2	3	4	5	NA
2. I have learned something which I consider valuable.	1	2	3	4	5	NA
3. My interest in the subject has increased as a consequence of this course.	1	2	3	4	5	NA
4. I have learned and understood the subject materials of this course.	1	2	3	4	5	NA
Enthusiasm:						
5. Instructor was enthusiastic about teaching the course.	1	2	3	4	5	NA
6. Instructor was dynamic and energetic in conducting the course.	1	2	3	4	5	NA
7. Instructor enhanced presentations with the use of humor.	1	2	3	4	5	NA
8. Instructor's style of presentation held my interest during class.	1	2	3	4	5	NA
Organization/Clarity:						
9. Instructor's explanations were clear.	1	2	3	4	5	NA
10. Course materials were well prepared and carefully explained.	1	2	3	4	5	NA
11. Proposed objectives agreed with those actually taught so I knew where course was going.	1	2	3	4	5	NA
12. Instructor gave lectures that facilitated taking notes.	1	2	3	4	5	NA
Group Interaction:						
13. Students were encouraged to participate in class discussions.	1	2	3	4	5	NA
14. Students were invited to share their ideas and knowledge.	1	2	3	4	5	NA
15. Students were encouraged to ask questions and were given meaningful answers.	1	2	3	4	5	NA
16. Students were encouraged to express their own ideas and/or question the instructor.	1	2	3	4	5	NA
Individual Rapport:						
17. Instructor was friendly towards individual students.	1	2	3	4	5	NA
18. Instructor made students feel welcome in seeking help/advice in or outside of class.	1	2	3	4	5	NA
19. Instructor had a genuine interest in individual students.	1	2	3	4	5	NA
20. Instructor was adequately accessible to students during office hours or after class.	1	2	3	4	5	NA
Breadth of Coverage:						
21. Instructor contrasted the implications of various theories.	1	2	3	4	5	NA
22. Instructor presented the background or origin of ideas/concepts developed in class.	1	2	3	4	5	NA
23. Instructor presented points of view other than his/her own when appropriate.	1	2	3	4	5	NA
24. Instructor adequately discussed current developments in the field.	1	2	3	4	5	NA
Examinations/Grading:						
25. Feedback on examinations/graded materials was valuable.	1	2	3	4	5	NA
26. Methods of evaluating student work were fair and appropriate.	1	2	3	4	5	NA
27. Examinations/graded materials tested course content as emphasized by the instructor.	1	2	3	4	5	NA
Assignments/Readings:						
28. Required readings/texts were valuable.	1	2	3	4	5	NA
29. Readings, homework, laboratories contributed to appreciation and understanding of subject.	1	2	3	4	5	NA
Workload/Difficulty						
30. Compared with other courses I have had at the UND, I would say this course is:	Very Poor	Poor	Average	Good	Very Good	NA
31. Compared with other instructors I have had at the UND, I would say this instructor is:	1	2	3	4	5	NA
32. As an overall rating, I would say this instructor is:	1	2	3	4	5	NA

Open-ended Questions (retained from current USAT):

33. Describe some aspects of this course that promoted your learning.
34. What specific, practical changes can you recommend that might improve the learning in this course?
35. If a student asked whether you would recommend this course from this instructor, what would you recommend and why?

Revisions to SEEQ based on Focus Groups and SETIC Discussions

Changes to items and scale themes from original SEEQ	Explanation of change
Learning/Value:	Value subjective; will students know the value if learning it for first time?
1. I have found the course intellectually challenging and stimulating.	Double barreled
2. I have learned something which I consider valuable.	Value subjective; will students know the value of learning the content?
3. My interest in the subject has increased as a consequence of this course.	OK
4. I have learned-gained knowledge/skills and understood that reflect the learning outcomes the subject materials of this course.	"gained knowledge/skills" so not redundant with "learning outcomes", double barreled
28. Required Course readings/texts were valuable contributed to my learning.	Moved from "Graded Materials" removed value as too subjective, replaced with learning.
Enthusiasm Engagement:	"Enthusiasm comes off as entertainment"
5. Instructor was enthusiastic about engaged while teaching the course.	Double barreled; enthusiasm implies entertaining
6. Instructor was dynamic and energetic in conducting the course.	Double barreled; "comes off as entertainment"
7. Instructor enhanced presentations with the use of humor.	"Are we to be comedians?"
8. Instructor's style of presentation teaching held my interest during class.	Not just presentation (e.g., online)
Organization/Clarity:	OK
9. Instructor's explanations of course content were clear.	OK, added "of course content"
10. Course materials were well prepared/organized and carefully explained.	Double barreled, split into two items – well prepared and materials well organized
11. Proposed objectives agreed with those actually taught so I knew where course was going. Instructor made it clear how each topic fit with the course learning objectives.	"Do they understand what the proposed objectives of the course are?" Modified
12. Instructor gave lectures that facilitated taking notes.	"What if I don't lecture?"; "UND is moving towards problem-based, participatory learning"
SETIC. Assignment expectations were clearly explained.	Added
Group Interaction Engagement	Combined above to form "Engagement". Label unfair for online; Encouraged for actual
13. Instructor Students were encouraged promoted active student participation in-class discussions.	Participation includes activities beyond discussions
14. Instructor Students were invited students to share their ideas and knowledge.	Made instructor focused; Double barreled
15. Instructor encouraged students were to ask questions by the instructor and were given meaningful answers.	Made instructor focused; Double barreled
16. Students were encouraged to express their own ideas and/or question the instructor.	Captured by other items.
Individual Rapport:	OK.
17. Instructor was friendly towards individual students.	"Unfair, can increase evals just by doing this"
18. Instructor made students feel welcome in seeking help/advice in or outside of class fostered a supportive learning community.	Double barreled; moved to "Classroom environment"
19. Instructor had a genuine interest in individual students.	"too open to interpretation"
20. Instructor was adequately accessible to students during office hours or after outside of class.	Gives more flexibility to professor
USAT. The instructor treated students and their ideas and opinions with respect.	Requested by many; Double barreled
FocGrp. Instructor recognized/integrated diverse student perspectives (race, gender, age, etc.).	"from an eval perspective (PTE), how effective is instructor in reaching a variety of students?"
SETERS. Instructor helped with my individual learning needs when asked.	OK, added.
Breadth of Coverage: Depth and Breadth:	"Will students be able to competently evaluate the instructor on this?"
21. Instructor contrasted the implications of various viewpoints theories.	"Not all courses are based on theory"; "some classes are skill-building rather than theory"
22. Instructor presented the background/context or origin of contextualized ideas/concepts developed covered in class.	"Don't always have time for this."; Double barreled
23. Instructor presented multiple points-of-viewpoints/theories other than his/her own when appropriate.	"Might have to come up with questions for more practical disciplines"
24. Instructor adequately discussed current developments in the field.	"in math things are well-established and have been for 100s of years..."
USAT. The instructor connected real world situations to the course when appropriate.	Added, requested by focus group
Examinations/Grading: Graded materials (exams, tests, assignments, etc.):	More inclusive single term
25. Feedback on examinations/graded materials was valuable timely.	"timely important to include there"; value subjective
26. Methods of evaluating student work were fair and appropriate.	"Students not qualified to judge"; Double barreled
27. Examinations/Graded materials tested course content as emphasized by the instructor.	More inclusive single term
USAT. Instructors provided useful/meaningful feedback to assist learning.	Added based on focus groups.
Assignments/Readings:	Combined with Breadth & Depth
28. Required readings/texts were valuable contributed to my learning.	Moved to Breadth & Depth
29. Readings, homework, laboratories contributed to "doing/applying of the task" appreciation and understanding of subject.	Double barreled; redundant with 28
Classroom Environment	New theme developed by SETIC
SETIC. The class environment was conducive to my learning.	Added by SETIC
USAT. Instructor used technology effectively when appropriate.	Requested by many in focus groups
SETIC. When provided, educational technology (e.g., computer exercises, multi-media, presentations) contributed to my learning.	Extends beyond text/readings.
SETIC. Instructor used the resources of the classroom appropriately.	Added by SETIC
Workload/Difficulty Overall:	"Title doesn't seem appropriate"
30. Compared with other courses I have had at the UND, I would say this course is:	Change in response scale
31. Compared with other instructors I have had at the UND, I would say this instructor is:	Change in response scale
32. As an overall rating, I would say this instructor is:	Change in response scale
USAT. Overall, the course has been a worthwhile addition to my university experience.	Requested by many in focus groups
USAT. Overall, the instructor was effective in promoting my learning in this course.	Requested by many in focus groups

**SEEQ-R1
Item Origins Identified**

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	NA
Learning:						
1. I have gained knowledge/skills that reflect the learning outcomes of this course. (4 SEEQ)	1	2	3	4	5	NA
2. My interest in the subject has increased as a consequence of this course. (3 SEEQ)	1	2	3	4	5	NA
3. I have found the course intellectually challenging. (1 SEEQ)	1	2	3	4	5	NA
4. Course readings contributed to my learning. (28 SEEQ)	1	2	3	4	5	NA
Engagement:						
5. Instructor promoted active student participation. (13 SEEQ)	1	2	3	4	5	NA
6. Instructor's style of teaching held my interest during class. (8 SEEQ)	1	2	3	4	5	NA
7. Instructor invited students to share their ideas. (14 SEEQ)	1	2	3	4	5	NA
8. Instructor was engaged while teaching the course. (5 SEEQ)	1	2	3	4	5	NA
9. Instructor encouraged students to ask questions. (15 SEEQ)	1	2	3	4	5	NA
Organization/Clarity:						
10. Instructor's explanations of course content were clear. (9 SEEQ)	1	2	3	4	5	NA
11. The course was well organized. (10 SEEQ)	1	2	3	4	5	NA
12. Course materials were well prepared. (10 SEEQ)	1	2	3	4	5	NA
13. Instructor made it clear how each topic fit with the course learning objectives. (11 SEEQ)	1	2	3	4	5	NA
14. Assignment expectations were clearly explained. (SETIC)						
Depth and Breadth:						
15. Instructor presented the background/context of ideas covered in class. (22 SEEQ)	1	2	3	4	5	NA
16. Instructor adequately discussed current developments in the field. (24 SEEQ)	1	2	3	4	5	NA
17. Instructor presented multiple viewpoints/theories when appropriate. (23 SEEQ)	1	2	3	4	5	NA
18. Instructor connected real world situations to the course when appropriate. (11 USAT)	1	2	3	4	5	NA
Classroom Environment:						
19. The class environment was conducive to my learning. (SETIC)	1	2	3	4	5	NA
20. Instructor used technology effectively. (15 USAT)	1	2	3	4	5	NA
21. When provided, educational technology (e.g., computer exercises, multi-media, presentations) contributed to my learning. (SETIC)	1	2	3	4	5	NA
22. Instructor fostered a supportive learning community. (18 SEEQ)	1	2	3	4	5	NA
23. Instructor used the resources of the classroom appropriately. (SETIC)	1	2	3	4	5	NA
Individual Rapport:						
24. Instructor treated students with respect. (16 USAT)	1	2	3	4	5	NA
25. Instructor recognized/integrated diverse student perspectives (e.g., race, gender, age).(FG)	1	2	3	4	5	NA
26. Instructor was adequately accessible to students outside of class. (20 SEEQ)	1	2	3	4	5	NA
27. Instructor helped with my individual learning needs if asked. (SETERS)	1	2	3	4	5	NA
Graded materials (e.g., exams, tests, assignments):						
28. Feedback on graded materials was timely. (25 SEEQ)	1	2	3	4	5	NA
29. Methods of evaluating student work were fair. (26 SEEQ)	1	2	3	4	5	NA
30. Graded materials tested course content as emphasized by the instructor. (27 SEEQ)	1	2	3	4	5	NA
31. Instructor provided useful/meaningful feedback to assist learning. (15 USAT)	1	2	3	4	5	NA
Overall:						
32. Overall, the course has been a worthwhile addition to my university experience. (22 USAT)	1	2	3	4	5	NA
33. Overall, the instructor was effective in promoting my learning in this course. (21 USAT)	1	2	3	4	5	NA

Data Collection of SEEQ-R1

A full description of the results appears in the “*SEEQ-R1/R2 Fall 2015: Data Analysis Report*”, which is summarized below.

Near the end of the Fall 2015 semester (December), data was collected from UND students on the SEEQ-R1. Faculty members who participated in the SETIC focus groups, as well as other faculty members on campus selected by the SETIC for diversity and breadth in courses taught, were contacted to ask for volunteers to administer the SEEQ-R1 in their classes. The SETIC attempted to recruit classes from a variety of disciplines, class sizes, undergraduate/graduate, and online/face-to-face. The SEEQ-R1 was administered electronically and in print. Students completed in-class paper-and-pencil forms, which were placed in sealed envelopes and mailed to the SETIC. Data was also collected online using the Qualtrics survey program (Qualtrics used only for the pilot SEEQ-R1). Students were told that this was a data collection for a new SET form, that their responses were anonymous, and that the usual USAT form would still be provided at the end of the course. The initial dataset included 955 responses to the SEEQ-R1. An initial 24 participants were dropped from the data since they responded to no or very few questions, leaving 931 participants total. In addition to the SEEQ-R1 scales, students were also asked to respond to a number of questions about the new form, as well as questions about themselves. The full instrument used to collect data is below.

Data Analysis of SEEQ-R1

After completing the SEEQ-R1, students were asked how they would “rate the proposed new form’s effectiveness in gathering students’ evaluations of instructors”. Students’ responses were generally positive, with 70.5% indicating they thought the new form was “Good” or “Very Good”.

For the **SEEQ-R1**, the majority of scale items showed normal distributions and most of the subscales had adequate to good reliability. Some scale questions were slightly non-normal (e.g., learning1_1) and one subscale had less than adequate reliability (Learning). Based on feedback that a reduced number of items would be preferred, but desiring to maintain at least 3 items per subscale for validity, the SETIC reviewed the SEEQ-R1 analyses and dropped items to create the **SEEQ-R2**.

Exploratory factor analyses were conducted to determine how items may freely combine based on similarity of responses by participants (SPSS Principle Axis Factoring, extracted factors with eigenvalues greater than 1.00 and using scree plot, direct oblimin [oblique] rotation, only loadings > .30 displayed). Results for the SEEQ-R2 supported the six meaningful factors were present. **The remainder of the analyses focused on the SEEQ-R2.**

Pattern Matrix^a

	Factor					
	1	2	3	4	5	6
learning1_1		.654				
learning2_2		.720				
learning3_3		.416				
engage1_5					-.504	
engage4_8					-.494	
engage5_9					-.803	
org_clar1_10			-.669			
org_clar2_11			-.815			
org_clar3_12			-.748			
cl_enviro1_19	.579					
cl_enviro2_21	.733					
cl_enviro5_23	.571					
ind_rapp1_24						.418
ind_rapp3_26						.894
ind_rapp4_27						.730
grad_mat2_29				.851		
grad_mat3_30				.729		
grad_mat4_31				.597		

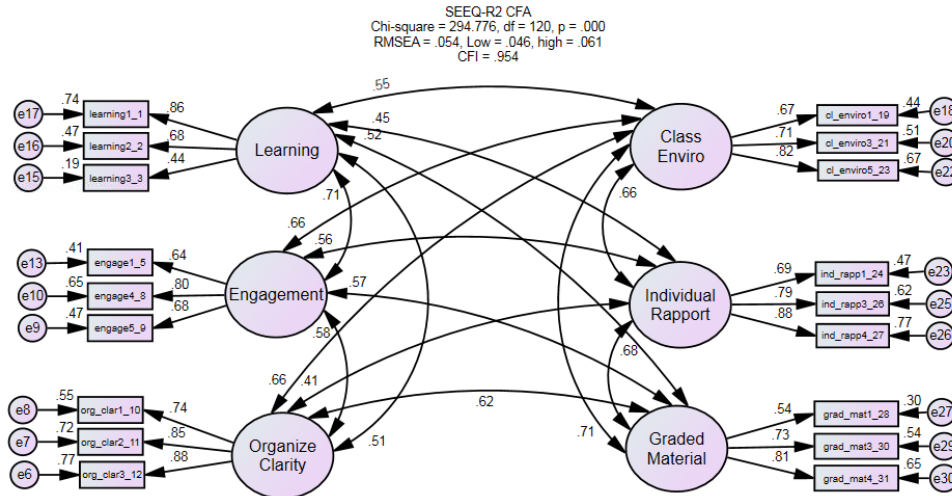
Extraction Method: Principal Axis Factoring.
 Rotation Method: Oblimin with Kaiser Normalization.
 a. Rotation converged in 12 iterations.

Total Variance Explained

Factor	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings ^a
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	
1	7.238	40.211	40.211	6.872	38.180	38.180	4.609
2	1.717	9.538	49.749	1.304	7.247	45.427	2.715
3	1.561	8.674	58.423	1.216	6.758	52.185	3.972
4	1.018	5.657	64.080	.673	3.741	55.926	4.329
5	.947	5.261	69.341	.500	2.779	58.705	3.593
6	.753	4.185	73.526	.393	2.186	60.891	3.825
7	.674	3.745	77.271				

A **Confirmatory Factor Analysis (CFA)** was conducted using the AMOS Structural Equation Modeling program on the SEEQ-R2. In a CFA, items are loaded onto hypothesized factors (as opposed to an EFA where items are free to combine based on intercorrelations) and then the overall model is tested for “good fit” to the data on several criteria: RMSEA $\leq .06$ great, $\leq .08$ good (narrow confidence interval within that range); CFI $\geq .95$ great, $\geq .90$ good. It is also desirable that factor loadings (path coefficients on lines between rectangular measured variable and circular latent variables) that are high and positive, preferably $\geq .70$. Double headed arrows between latent variables represent correlations. The CFA results for the SEEQ-R2 suggested the model fits the data very well. There were many factors loadings great than .70, but some low loadings were present (e.g., learning3_3 = .44). This result suggests the SEEQ-R2 has good construct validity.

Figure. *Confirmatory Factor Analysis of SEEQ-R2*



Convergent validity tests if the items of each latent variable (scale/circle) share a significant amount of variance (i.e., they are sufficiently intercorrelated). Convergent validity is supported when for a given latent variable, the average variance extracted (AVE or average item R²; e.g., engagement AVE = (.41 + .65 + .47)/3 = .51) exceeds .50. The latent variable AVEs are presented along the grey diagonal of the table below. All latent variables showed good convergent validity with AVEs $\geq .50$, with the exception of learning which was close at .47. Thus, overall the scales exhibited good convergent validity.

Divergent validity tests if latent variables are significantly distinct/different/unique from other latent variables in the analysis. Divergent validity is supported when the average “average variance extracted

(AVEs) values for any two constructs is greater than the square of the correlation between these two constructs (Discriminant validity = average AVE > squared correlation). The correlations among the latent variables are in the lower diagonal, the square of the correlations are in the upper diagonal in the table below, and AVEs in grey diagonal. Overall, the scales all showed discriminant validity from each other, with the exception of learning and engagement (average AVE .49 < squared correlation .55).

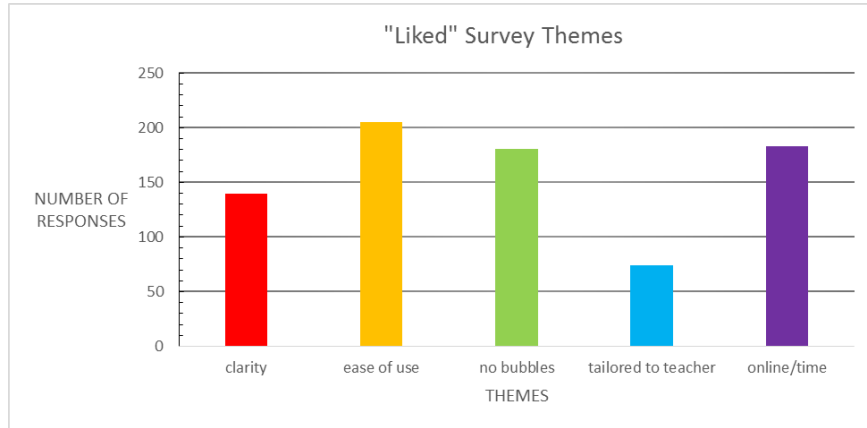
Descriptive statistics were examined for normal distributions of data (normal/ideal skewness and kurtosis = between +1 and -1; severely non-normal skewness > 2.3, kurtosis > 7.0). Cronbach's alpha (α) reliability tested for internal consistency of the subscales (>.70 adequate, > .80 good, > .95 redundant). Overall, all scales approximated a normal distribution but were slightly negatively skewed and peaked. The scales also all had adequate to good reliability, with the lowest being learning.

Table. *SEEQ-R2 Latent Variable Correlations, Squared Correlations, AVEs, and Descriptive Statistics*

	1	2	3	4	5	6	<i>M (SD)</i>	<i>skew</i>	<i>kurtosis</i>	α
1. Learning	.47	.55	.26	.30	.20	.27	3.91 (.72)	-1.01	2.34	.68
2. Engagement	.74	.51	.34	.44	.31	.32	4.14 (.75)	-1.38	2.87	.76
3. Org/Clarity	.51	.58	.68	.44	.17	.38	4.14 (.81)	-1.12	1.53	.86
4. Class Enviro	.55	.66	.66	.73	.44	.50	4.10 (.72)	-0.97	1.41	.77
5. Rapport	.45	.56	.41	.66	.62	.46	4.36 (.69)	-1.25	2.08	.83
6. Graded Material	.52	.57	.62	.71	.68	.50	4.06 (.78)	-0.94	1.01	.83

Qualitative Findings. An analysis was conducted on the qualitative question "Please list up to three things you LIKED about the proposed new Student Evaluation of Teaching form." The qualitative responses contained a great deal of missing data and most answers were very short (1-10 words), thus this limited the findings to basically a summary of common responses. Open coding began with searching for common statements and phrases that could be identified as codes. Five codes were identified and the remainder of the responses were coded for these.

The most common code was "Ease of use", which included statements such as "Easy to read and understand". Another code was "No bubbles", which related to responses such as "Was not Scantron" and "No filling in bubbles-this is much easier and less time consuming". The third code was "Online", which yielded statements such as "It was online", "Much more comfortable and can take my time without feeling rushed by other students being done in 2 minutes". A fourth code was "Clarity", which was tied to statements such as "The questions are more clear than the old form" and "I liked the questions asked. They are more to the point! Very nice!" Finally, another code was called "Tailored to teacher", which included responses such as "Finally more areas related to the teacher!" and "Covered everything needed to be a good teacher". A content analysis was also conducted in which the number of times each code was found was tabulated. Overall, the students had many positive responses about the form. An analysis of the question "Please list up to three things you did NOT LIKE about the proposed new Student Evaluation of Teaching form." was conducted; however, the codes/findings were redundant with the LIKE questions and thus are not presented here.



Conclusions of SEEQ-R1 Data Collection. Results strongly supported the SEEQ-R2 instrument as a valid and reliable measure of student evaluation of teaching at UND. Moreover, the SEEQ-R2 represented a significant improvement over the USAT, SEEQ, and SEEQ-R1. The SETIC next gathered qualitative feedback from the campus community on the SEEQ-R2 instrument below.

[Actual Data Collection Instrument]
UND Student Evaluation of Teaching: Fall 2015 Data Collection

Dear students,

In an effort to improve the quality of feedback from students regarding teaching at UND, the University Senate Ad-Hoc Student Evaluation of Teaching Implementation Committee (SETIC) is collecting preliminary data on a proposed new Student Evaluation of Teaching (SET) form. Please answer the questions below in regards to the course in which you received this form. Please also respond to the questions on the reverse side. Your responses are anonymous and of great importance in continuing to develop this new evaluation form, so please answer thoughtfully and honestly.

Thank you, the SETIC

Course (e.g., BIO 111): _____ Instructor: _____

Instructions: For each of the following statements, circle the response that most closely expresses your opinion. Please circle NA (Not Applicable) if the statement does not apply to you or your instructor.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	NA
Learning:						
1. I have gained knowledge/skills that reflect the learning outcomes of this course.	1	2	3	4	5	NA
2. My interest in the subject has increased as a consequence of this course.	1	2	3	4	5	NA
3. I have found the course intellectually challenging.	1	2	3	4	5	NA
4. Course readings contributed to my learning.	1	2	3	4	5	NA
Engagement:						
5. Instructor promoted active student participation.	1	2	3	4	5	NA
6. Instructor's style of teaching held my interest during class.	1	2	3	4	5	NA
7. Instructor invited students to share their ideas.	1	2	3	4	5	NA
8. Instructor was engaged while teaching the course.	1	2	3	4	5	NA
9. Instructor encouraged students to ask questions.	1	2	3	4	5	NA
Organization and Clarity:						
10. Instructor's explanations of course content were clear.	1	2	3	4	5	NA
11. Course was well organized.	1	2	3	4	5	NA
12. Course materials were well prepared.	1	2	3	4	5	NA
13. Instructor made it clear how each topic fit with the course learning objectives.	1	2	3	4	5	NA
14. Assignment expectations were clearly explained.	1	2	3	4	5	NA
Depth and Breadth:						
15. Instructor presented the background/context of ideas covered in class.	1	2	3	4	5	NA
16. Instructor adequately discussed current developments in the field.	1	2	3	4	5	NA
17. Instructor presented multiple viewpoints/theories when appropriate.	1	2	3	4	5	NA
18. Instructor connected real world situations to the course when appropriate.	1	2	3	4	5	NA
Classroom Environment:						
19. The class environment was conducive to my learning.	1	2	3	4	5	NA
20. Instructor used technology effectively.	1	2	3	4	5	NA
21. When provided, educational technology (e.g., computer exercises, multi-media, presentations) contributed to my learning.	1	2	3	4	5	NA
22. Instructor fostered a supportive learning community.	1	2	3	4	5	NA
23. Instructor used the resources of the classroom appropriately.	1	2	3	4	5	NA
Individual Rapport:						
24. Instructor treated students with respect.	1	2	3	4	5	NA
25. Instructor recognized/integrated diverse student perspectives (e.g., race, gender, age).	1	2	3	4	5	NA
26. Instructor was adequately accessible to students outside of class.	1	2	3	4	5	NA
27. Instructor helped with my individual learning needs when asked.	1	2	3	4	5	NA
Graded Materials (e.g., exams, tests, assignments):						
28. Feedback on graded materials was timely.	1	2	3	4	5	NA
29. Methods of evaluating student work were fair.	1	2	3	4	5	NA
30. Graded materials tested course content as emphasized by the instructor.	1	2	3	4	5	NA
31. Instructor provided useful/meaningful feedback to assist learning.	1	2	3	4	5	NA
Overall:						
32. Overall, the course has been a worthwhile addition to my university experience.	1	2	3	4	5	NA
33. Overall, the instructor was effective in promoting my learning in this course.	1	2	3	4	5	NA

1. Overall, how would you rate the proposed new form’s effectiveness in gathering students’ evaluations of instructors?
 Very poor (1) Poor (2) OK (3) Good (4) Very good (5)

2. Please list up to three things you **LIKED** about the proposed new Student Evaluation of Teaching form?
 Like 1: _____
 Like 2: _____
 Like 3: _____

3. Please list up to three things you did **NOT LIKE** about the proposed new Student Evaluation of Teaching form?
 Dislike 1: _____
 Dislike 2: _____
 Dislike 3: _____

4. I think future students interested in taking this course would most like to know my responses to the following questions (please identify questions by number on reverse side of page): _____

5. Are you taking this course to fulfill... a major/minor program requirement: Yes No

6. Are you taking this course to fulfill... an Essential Studies/General Education requirement: Yes No

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	NA
Other reasons for taking course:						
7. Interest - I had a strong desire to take this course.	1	2	3	4	5	NA
8. Reputation of instructor – I really wanted to take a course from this instructor.	1	2	3	4	5	NA
9. Reputation of course – I really wanted to take this course, regardless of who taught it.	1	2	3	4	5	NA
Questions about yourself:						
10. I participated in the course when appropriate.	1	2	3	4	5	NA
11. I completed all of my homework and reading to prepare for class, unless excused.	1	2	3	4	5	NA
12. I attended all class sessions and related, required meetings, unless excused.	1	2	3	4	5	NA
13. I asked the instructor for feedback when I needed it.	1	2	3	4	5	NA
14. Overall, I put forth a full effort for this course.	1	2	3	4	5	NA

15. Gender (circle one): Female Male Other Choose not to identify

16. Age in years: _____

17. Year of study: Freshman Sophomore Junior Senior Graduate/Professional

18. Are you an international student: Yes No

19. Is English your first language: Yes No

20. Comments:

Thank you once again for your important contribution to improving the quality of the student evaluation of teaching form on the UND campus.

Sincerely, SETIC

SEEQ-R2
SEEQ-R1 Items Dropped Based on Analysis & SETIC Discussion in Grey

Name	Learning:	
learning1_1	1. I have gained knowledge/skills that reflect the learning outcomes of this course.	
learning2_2	2. My interest in the subject has increased as a consequence of this course.	
learning3_3	3. I have found the course intellectually challenging.	
learning4_4	4. Course readings contributed to my learning.	Low reliability, CFA loading
	Engagement:	
engage1_5	5. Instructor promoted active student participation.	
engage2_6	6. Instructor's style of teaching held my interest during class.	Dropped to reduce # of items
engage3_7	7. Instructor invited students to share their ideas.	Redundant with 9
engage4_8	8. Instructor was engaged while teaching the course.	
engage5_9	9. Instructor encouraged students to ask questions.	
	Organization and Clarity:	
org_clar1_10	10. Instructor's explanations of course content were clear.	
org_clar2_11	11. Course was well organized.	
org_clar3_12	12. Course materials were well prepared.	
org_clar4_13	13. Instructor made it clear how each topic fit with the course learning objectives.	Dropped to reduce # of items
org_clar5_14	14. Assignment expectations were clearly explained.	Dropped to reduce # of items
	Depth and Breadth:	Scale made optional
dep_bre1_15	15. Instructor presented the background/context of ideas covered in class.	
dep_bre2_16	16. Instructor adequately discussed current developments in the field.	
dep_bre3_17	17. Instructor presented multiple viewpoints/theories when appropriate.	
dep_bre4_18	18. Instructor connected real world situations to the course when appropriate.	
	Classroom Environment:	
cl_enviro1_19	19. The class environment was conducive to my learning.	
cl_enviro2_20	20. Instructor used technology effectively.	Dropped to reduce # of items
cl_enviro3_21	21. When provided, educational technology contributed to my learning.	
cl_enviro4_22	22. Instructor fostered a supportive learning community.	Dropped to reduce # of items
cl_enviro5_23	23. Instructor used the resources of the classroom appropriately.	
	Individual Rapport:	
ind_rapp1_24	24. Instructor treated students with respect.	
ind_rapp2_25	25. Instructor recognized/integrated diverse student perspectives (e.g., race, gender, age).	Overlaps 24, poor psychometrics
ind_rapp3_26	26. Instructor was adequately accessible to students outside of class.	
ind_rapp4_27	27. Instructor helped with my individual learning needs when asked.	
	Graded Materials (e.g., exams, tests, assignments):	
grad_mat1_28	28. Feedback on graded materials was timely.	Timely is subjective
grad_mat2_29	29. Methods of evaluating student work were fair.	
grad_mat3_30	30. Graded materials tested course content as emphasized by the instructor.	
grad_mat4_31	31. Instructor provided useful/meaningful feedback to assist learning.	
	Overall:	
overall1_32	32. Overall, the course has been a worthwhile addition to my university experience.	
overall2_32	33. Overall, the instructor was effective in promoting my learning in this course.	

SEEQ-R2 Focus Group

Procedure. Two focus groups were conducted in March of 2016 to update the campus community on the SETIC progress and findings to date, but more importantly to generate feedback on the SEEQ-R2. SETIC members took notes during the sessions. The groups consisted of 14 faculty members, staff, and administrators from across campus. The sessions begin by sharing a background on the SETIC progress and the proposed new SET instrument – the SEEQ-R2. After participants reviewed the existing USAT, the SEEQ-R1, revisions to SEEQ-R1, and results summary of SEEQ-R1. Each participant had an opportunity to provide their general impressions of the results and the new form, responded to several questions below, and had general discussion to allow for more comments. Focus group questions were as follows:

1. Do you think the SEEQ-R2 questions capture the essence of teaching at UND? Please explain.
 - a. How well does the instrument capture the teaching and learning that occurs in UND classes?
 - b. Do you believe the questions fit the factors/categories of teaching effectiveness?
2. Would you be satisfied with these questions for the campus overall, with the option to add specific questions for your program, department, or course?
 - a. Is there anything missing or overlooked in the SEEQ-R2?
3. Should we retain any of the demographic and reason for taking course questions (e.g., interest, etc.) from the original USAT (Note: Year and major will be collected from PeopleSoft)
4. If averages of the SEEQ-R2 categories and the two overall questions (#19 and #20) could be made public for student enrollment decisions, would you be in favor of posting these for students?

Findings. Overall, focus group participants provided positive feedback on the SEEQ-R2 instrument. Comments included “I think it is very good”, “I like it better than what we are currently using”, “It is a little bit shorter. I think it is more precise”, and “I think we are ready to move this to the campus.” Several participants provided comments on specific items. For instance, “the question actually asks the instructor if the teacher uses the room effectively. What if we are teaching in a horrible room – are we responsible for this?” These issues were discussed during the sessions and generally agreement was reached that all the scales and items were valid and useful.

Participants expressed concerns about making the results from the form public. Some comments were, “What if there is a faculty member with poor ratings and it is the only person who teaches that class? What does it say about us as an institution if that person continues to teach that class?” and “I think for incoming faculty it will add pressure to get as high ratings as they can, so they will lower the difficulty of their courses – they will give lots of As. We also have professors on campus who have held their standards for 30+ years and give almost no As.”

Conclusions. The SETIC took the current focus group findings, combined with the prior quantitative results, as confirmation to proceed with a slightly modified SEEQ-R2 for the proposed new instrument for student evaluation of instruction on the UND campus. Based on the feedback, the committee made some minor modifications to individual items and inserted one additional Overall item. The new instrument was named the **Student Evaluation of Learning and Feedback for Instructors (SELF)**.

SEEQ-R2
Presented to Focus Groups for Discussion – March 2016
Changes made after Focus Group Findings for SELFI in Grey

Directions: Students are an important source of information about the effectiveness of a course and instructor. Please respond candidly to the following questions. The results are used by faculty to make improvement in their own courses and by departments in faculty performance evaluations and in tenure and promotion decisions. (retained introductory language from current USAT)

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	NA
Learning:						
1. I have gained knowledge/skills that reflect the learning outcomes of this course.	1	2	3	4	5	NA
2. My interest in the subject has increased as a consequence of this course.	1	2	3	4	5	NA
3. I have found the course intellectually challenging.	1	2	3	4	5	NA
Engagement:						
4. Instructor promoted active student participation.	1	2	3	4	5	NA
5. Instructor was engaged while teaching the course.	1	2	3	4	5	NA
6. Instructor encouraged students to ask questions.	1	2	3	4	5	NA
Organization and Clarity:						
7. Instructor's explanations of course content were clear.	1	2	3	4	5	NA
8. Course was well organized.	1	2	3	4	5	NA
9. Course materials were well prepared.	1	2	3	4	5	NA
Classroom Learning Environment:						
10. The class environment was conducive to my learning.	1	2	3	4	5	NA
11. When provided, educational technology (e.g., computer exercises, multi-media, presentations) contributed to my learning.	1	2	3	4	5	NA
12. Instructor used the resources of the classroom appropriately.	1	2	3	4	5	NA
Individual Rapport:						
13. Instructor treated students with respect.	1	2	3	4	5	NA
14. Instructor was adequately accessible to students outside of class.	1	2	3	4	5	NA
15. Instructor helped with my individual learning needs when asked.	1	2	3	4	5	NA
Graded Materials (e.g., exams, tests, assignments):						
16. Methods of evaluating student work were fair.	1	2	3	4	5	NA
17. Graded materials tested course content as emphasized by the instructor.	1	2	3	4	5	NA
18. Instructor provided useful/meaningful feedback to assist learning.	1	2	3	4	5	NA
Overall:						
19. Overall, the course has been a worthwhile addition to my university experience.	1	2	3	4	5	NA
20. Overall, the instructor was effective in promoting my learning in this course.	1	2	3	4	5	NA
21. I would recommend this course to other students.	1	2	3	4	5	NA

Open-ended Questions: (retained from current USAT)

1. Describe some aspects of this course that promoted your learning.
2. What specific, practical changes can you recommend that might improve the learning in this course?
3. If a student asked whether you would recommend this course from this instructor, what would you recommend and why?

Spring 2016 SELFI Data Collection

In late April to early May of 2016, data on the SELFI instrument was collected from students with the aim of examining its reliability and validity. In total, 354 students provided suitably complete responses to the survey. The majority of students complete the form online (89.5%), which was intentional by design, as that is how the data will be collected with the SELFI when it is officially adopted. Regarding the student demographics in the sample, 52.4% were male, the average age was 24 (SD = 8.17), and 93.1% were domestic (not international) students. Freshman made up 12% of the sample, sophomores 22.5%, juniors 21.3%, seniors 28.7%, and graduate/professional students 15.6%.

In regards to the question, **“Overall, how would you rate the proposed new form’s effectiveness in gathering students’ evaluations of instructors?”**, **80.4% of participants responded “Good” or “Very good” while only 3.0% of the students responded “Poor” or “Very poor”.**

Descriptive statistics were examined for normal distributions of data (normal/ideal skewness and kurtosis = between +1 and -1; severely non-normal skewness > 2.3, kurtosis > 7.0). Overall, all scales approximated a normal distribution but were slightly negatively skewed and peaked (note, straight lined responses were not controlled for as in the SEEQ-R1 data analysis report, making this data more negatively skewed). Cronbach’s alpha (α) **reliability** tested for internal consistency of the subscales (>.70 adequate, > .80 good, > .95 redundant). The scales also all had adequate to good reliability.

Exploratory factor analyses were conducted to determine how items may freely combine based on similarity of responses by participants (SPSS Principle Axis Factoring, extracted factors with eigenvalues greater than 1.00 and using scree plot, direct oblimin [oblique] rotation, only loadings > .30 displayed). Results for the SELFI supported the seven meaningful factors were present, supporting the validity of this instrument.

Table. *Descriptive Statistics and Reliabilities*

	<i>M (SD)</i>	<i>skew</i>	<i>kurtosis</i>	<i>α</i>
1. Learning	4.05 (.95)	-1.37	2.03	.87
2. Engagement	4.27 (.94)	-1.81	3.72	.90
3. Org/Clarity	4.14 (1.04)	-1.50	1.86	.94
4. Learn Environment	4.27 (.88)	-1.61	3.42	.91
5. Rapport	4.50 (.88)	-2.15	5.57	.88
6. Graded Material	4.30 (.92)	-1.81	3.94	.91
7. Overall	4.17 (1.02)	-1.53	2.24	.95

Figure. *Exploratory Factor Analysis*

Pattern Matrix^a

	Factor						
	1	2	3	4	5	6	7
learn1				.728			
learn2				.721			
learn3				.598			
engage4	.575						
engage5	.767						
engage6	.640						
orgclar7					.663		
orgclar8					.879		
orgclar9					.894		
learnenviro10							.557
learnenviro11							.504
learnenviro12							.597
rapport13		-.349					
rapport14		-.897					
rapport15		-.724					
gradedm16					-.822		
gradedm17					-.763		
gradedm18					-.597		
overall19			-.826				
overall20			-.679				
overall21			-.866				

Extraction Method: Principal Axis Factoring
 Rotation Method: Oblimin with Kaiser Normalization.

UND Student Evaluation of Teaching: SEFI Spring 2016 Data Collection

Dear students,

In an effort to improve the quality of feedback from students regarding teaching at UND, the University Senate Ad-Hoc Student Evaluation of Teaching Implementation Committee (SETIC) is collecting preliminary data on a proposed new Student Evaluation of Teaching (SET) form. Please answer the questions below in regards to the course in which you received this form. Please also respond to the questions on the reverse side. Your responses are anonymous and of great importance in continuing to develop this new evaluation form, so please answer thoughtfully and honestly.

Thank you, the SETIC

Course (e.g., BIO 111): _____ Instructor: _____

Instructions: For each of the following statements, circle the response that most closely expresses your opinion. Please circle NA (Not Applicable) if the statement does not apply to you or your instructor.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	NA
Learning:						
1. I have gained knowledge/skills that reflect the learning outcomes of this course.	1	2	3	4	5	NA
2. My interest in the subject has increased as a consequence of this course.	1	2	3	4	5	NA
3. I have found the course intellectually challenging.	1	2	3	4	5	NA
Engagement:						
4. Instructor promoted active student participation.	1	2	3	4	5	NA
5. Instructor was engaged while teaching the course.	1	2	3	4	5	NA
6. Instructor encouraged students to ask questions/share ideas.	1	2	3	4	5	NA
Organization and Clarity:						
7. Instructor's explanations of course content were clear.	1	2	3	4	5	NA
8. Course was well organized.	1	2	3	4	5	NA
9. Course materials were well prepared.	1	2	3	4	5	NA
Learning Environment:						
10. Instructor fostered a class environment that was conducive to my learning.	1	2	3	4	5	NA
11. When provided, educational technology contributed to my learning.	1	2	3	4	5	NA
12. Instructor used the resources of the classroom appropriately.	1	2	3	4	5	NA
Individual Rapport:						
13. Instructor treated students with respect.	1	2	3	4	5	NA
14. Instructor was adequately accessible to students outside of class.	1	2	3	4	5	NA
15. Instructor helped with my individual learning needs when asked.	1	2	3	4	5	NA
Graded Materials (e.g., exams, tests, assignments, projects):						
16. Methods of evaluating student work were fair.	1	2	3	4	5	NA
17. Graded materials matched course content emphasized by the instructor.	1	2	3	4	5	NA
18. Instructor provided useful/meaningful feedback to assist learning.	1	2	3	4	5	NA
Overall:						
19. Overall, the course has been a worthwhile addition to my university experience.	1	2	3	4	5	NA
20. Overall, the instructor was effective in promoting my learning in this course.	1	2	3	4	5	NA
21. I would recommend this course to other students.	1	2	3	4	5	NA

Open-ended Comments: (not being asked here, but feedback welcome below)

Written comments are particularly useful to instructors - especially when they are offered in the form of constructive suggestions that may help to improve both the course and the teaching of the instructor.

22. Describe some aspects of this course that promoted your learning.

23. What specific, practical changes can you recommend that might improve the learning in this course?

24. If a student asked whether you would recommend *this* course from *this* instructor, what would you recommend and why?

TURN OVER ↓

1. Overall, how would you rate the proposed new form’s effectiveness in gathering students’ evaluations of instructors?
 Very poor (1) Poor (2) OK (3) Good (4) Very good (5)

2. Please list up to three things you **LIKED** about the proposed new Student Evaluation of Teaching form?
 Like 1: _____
 Like 2: _____
 Like 3: _____

3. Please list up to three things you did **NOT LIKE** about the proposed new Student Evaluation of Teaching form?
 Dislike 1: _____
 Dislike 2: _____
 Dislike 3: _____

4. What is your expected grade in this course?
 A (1) B (2) C (3) D (4) F (5) Don’t know (6)

5. Are you taking this course to fulfill... a major/minor program requirement: Yes No

6. Are you taking this course to fulfill... an Essential Studies/General Education requirement: Yes No

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	NA
Other reasons for taking course:						
7. Interest - I had a strong desire to take this course.	1	2	3	4	5	NA
8. Reputation of instructor – I really wanted to take a course from this instructor.	1	2	3	4	5	NA
9. Reputation of course – I really wanted to take this course, regardless of who taught it.	1	2	3	4	5	NA
Questions about yourself:						
10. I participated in the course when appropriate.	1	2	3	4	5	NA
11. I completed all of my homework and reading to prepare for class, unless excused.	1	2	3	4	5	NA
12. I attended all class sessions and related, required meetings, unless excused.	1	2	3	4	5	NA
13. I asked the instructor for feedback when I needed it.	1	2	3	4	5	NA
14. Overall, I put forth a full effort for this course.	1	2	3	4	5	NA

15. Gender (circle one): Female Male Other Choose not to identify

16. Age in years: _____

17. Year of study: Freshman Sophomore Junior Senior Graduate/Professional

18. Are you an international student: Yes No

19. Is English your first language: Yes No

20. Comments:

Thank you once again for your important contribution to improving the quality of the student evaluation of teaching form on the UND campus.

Sincerely, SETIC

Summer 2016 Pilot

The new instrument called the Student Evaluation of Learning & Feedback for Instructors, or SELFI, was launched using eXplorance Blue software to a small group of faculty over the 2016 summer term. The pilot consisted of 14 instructors across four colleges. There were a total of 21 sections, some of which were team-taught courses, with the majority of the courses being online. Of the 319 students who were invited to evaluate, 204 participated, resulting in a response rate of 64%. New to the online system, is the ability to view responses rates (no individual student data is viewable) and encourage participation accordingly.

Upon the close of the evaluation period, faculty, department chairs, contacts, and college deans were sent a link to see results. Instead of taking weeks to scan the data, compile and distribute the reports, the new SELFI reports were ‘published’ and available within a matter of minutes. Following the distribution of the SELFI reports, an instructor commented “Absolutely loved the quick availability to make improvements before the next semester began as well as the [report] visuals.” Overall, the results supported previous findings that the SELFI, and the online eXplorance Blue software, are viable for implementation and should result in an improved student evaluations of teaching.

Marketing the SELFI

Upon conclusion that the SELFI was a valid and reliable instrument, the SETIC committee sought to notify the UND campus community about the change in student evaluation of teaching in the following ways during the 2016 fall semester:

- Contact university marketing group to request assistance
- Inform deans and department chairs as campus leaders
- Contact provost and VPAA, requesting an email message be relayed to UND community
- Contact the Dakota Student newspaper, ask student member Blake Andert to speak to the new form
- Remind the university and staff senate of the change
- Update the focus group and survey faculty participants to voice appreciate of involvement and notify of the changes taking place due to their contributions
- Create a video with the assistance of CILT to explain the purpose and use of SELFI
- Notify those present at the upcoming graduate directors meeting
- Contact the Tenure and Promotion working group to inform SELFI is ready, build a crosswalk into new policies

Recommendation for the USAT-SELFI Crosswalk

The SETIC Final Report documents how the committee and focus group members have never lost sight of how the new SELFI will be used by academic units in the promotion, tenure, and annual evaluation process across campus. SELFI will succeed the USAT as one data source to inform the evaluation of teaching. At this phase of the implementation process, one of the critical conversations we now need to resume is the role of the SELFI in faculty evaluation during the process of transition from USAT.

The SETIC recommends the following crosswalk steps to bridge the transition year from USAT to SELFI.

- Develop and implement required university-wide guidelines on the grandfathering process, supported by the VPAA Office, the Academic Deans, Chairs, and the University Senate. Such guidelines would at a minimum include the following terms
- Consider AY 2016-17 the Transition Year, in which:
 - Faculty will use the SELFI for end-of-term assessment of student ratings of teaching
 - Faculty will work with their department and dean's office to discuss the instrument at the college level (in program, department, and college meetings) and determine how best to use the SELFI in their respective disciplines for evaluation of teaching for promotion, tenure, and annual evaluation purposes, particularly in relation to the use of preexisting USAT data and the additional incorporation of new SELFI data
 - Faculty and administrators involved in all levels of PTE committees, as well as the Promotion, Tenure, and Evaluation Working Group, will discuss the instrument and alignment at the college and university level in conjunction with the above
 - Data obtained from the SELFI in AY 2017-18 will be used – as one decision rule – as supplemental, not determinative, for the evaluation of teaching for faculty coming up for promotion, tenure, and evaluation in that AY
- Collaborate with the VPAA Office, Deans, and Department Chairs to span the breadth of the institution as the SETIC and University Senate message the campus on the transition
- Educate campus on the SELFI
 - Engage students on the importance of their voice in improving the quality of education, including how to use the instrument and the results it captures
 - Engage staff on the implementation of the SELFI via Blue for all courses taught at UND
 - Engage faculty on the implementation of the SELFI using Blackboard, the flexibility for personalization of the SELFI, as well as the uses listed above for promotion, tenure, and evaluation processes

Visit the SELFI page (linked on the A-Z bar on the UND homepage)

<http://und.edu/research/institutional-research/selfi> for the full slate of information on the instrument itself and the process that generated it.

Student Evaluation of Learning and Feedback for Instructors (SELF)

Students are an important source of information about the effectiveness of a course and instructor. Please respond candidly to the questions, based on the scale provided. The results are used by faculty to make improvement in their own courses and by departments in faculty performance evaluations and in tenure and promotion decisions.

	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)	Not Applicable (NA)
Learning:						
1. I have gained knowledge/skills that reflect the learning outcomes of this course.	1	2	3	4	5	NA
2. My interest in the subject has increased as a consequence of this course.	1	2	3	4	5	NA
3. I have found the course intellectually challenging.	1	2	3	4	5	NA
Engagement:						
4. Instructor promoted active student participation.	1	2	3	4	5	NA
5. Instructor was engaged while teaching the course.	1	2	3	4	5	NA
6. Instructor encouraged students to ask questions/share ideas.	1	2	3	4	5	NA
Organization and Clarity:						
7. Instructor's explanations of course content were clear.	1	2	3	4	5	NA
8. Course was well organized.	1	2	3	4	5	NA
9. Course materials were well prepared.	1	2	3	4	5	NA
Learning Environment:						
10. Instructor fostered a class environment that was conducive to my learning.	1	2	3	4	5	NA
11. When provided, educational technology contributed to my learning.	1	2	3	4	5	NA
12. Instructor used the resources of the classroom appropriately.	1	2	3	4	5	NA
Individual Rapport:						
13. Instructor treated students with respect.	1	2	3	4	5	NA
14. Instructor was adequately accessible to students outside of class.	1	2	3	4	5	NA
15. Instructor helped with my individual learning needs when asked.	1	2	3	4	5	NA
Graded Materials (e.g., exams, tests, assignments, projects):						
16. Methods of evaluating student work were fair.	1	2	3	4	5	NA
17. Graded materials matched course content emphasized by the instructor.	1	2	3	4	5	NA
18. Instructor provided useful/meaningful feedback to assist learning.	1	2	3	4	5	NA
Overall:						
19. Overall, the course has been a worthwhile addition to my university experience.	1	2	3	4	5	NA
20. Overall, the instructor was effective in promoting my learning in this course.	1	2	3	4	5	NA
21. I would recommend this course to other students.	1	2	3	4	5	NA

Open-ended Questions:

Written comments are particularly useful to instructors - especially when they are offered in the form of constructive suggestions that may help to improve both the course and the teaching of the instructor.

22. Describe some aspects of this course that promoted your learning.

23. What specific, practical changes can you recommend that might improve the learning in this course?

24. If a student asked whether or not you would recommend *this* course from *this* instructor, what would you recommend and why?

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