Report Comments

Instructors, department chairs, program directors, deans, review committees, and other evaluators should keep the following points in mind as they review SFI data:

1. **Results from the SFI survey should be regarded as student feedback rather than evaluation.** The information gleaned from the SFI instrument represents students' feedback about their learning experiences, not an objective evaluation of *learning outcomes*. Moreover, while student feedback is valuable - particularly for informing pedagogy - it is only one data source and should not be interpreted as a comprehensive measure of teaching effectiveness.
2. **Comparisons cannot be made between items on the old instrument and the new instrument.** Because we transitioned to an entirely new survey instrument in Fall 2018, direct comparisons cannot be made between results from this semester and those from any previous semester, even on items with similar wording.
3. **Responses to customized qualitative questions are not appropriate sources of data for faculty evaluation.** Responses to these items should be used solely as tools for instructors' reflection on pedagogy. Instructors should be applauded, never penalized, for creating relevant qualitative questions that provide them valuable formative information about students' perceptions of learning.
4. **Comparisons across courses should only be made when appropriate and meaningful.** For example, while student feedback from two different sections of the same course may be compared, data from a senior capstone course in the major should not be compared to data from a large introductory course geared toward non-majors. Research also indicates that student perceptions may differ across required vs. elective courses.
5. **Universal items - rather than bank items - should be considered the only data sources appropriate for summative assessment or for comparison across courses and instructors.** The primary purpose of bank items is to invite student responses that may inform pedagogical practices associated with the learning goals of particular courses; therefore, bank items are not necessarily valid measures of comparison across courses or instructors.
6. **Neither instructors nor those evaluating them should rely solely on "overall impression" measures to draw conclusions.** While it is tempting to use these items as proxies for teaching effectiveness, doing so ignores potentially useful dimensions of variation and may obscure important patterns, thus limiting instructor reflection and learning.
7. **Qualitative comments should be interpreted with care.** While *patterns* in qualitative student comments are worthy of consideration, neither instructors nor administrators should overgeneralize or draw definitive conclusions on the basis of 1-2 comments. In cases where low numbers of students respond to an open-ended question, instructors might consider what percentage of students overall voiced a particular theme.
8. **Scores on items assessing "student reflections on own learning behaviors and engagement" are not appropriate data sources for summative evaluation of instructors.** The purpose of these items is to encourage students to reflect on how their personal engagement impacts their own learning. Because student engagement is not wholly within the instructor's control, faculty should not necessarily be compared on these student ratings. However, faculty are encouraged to use this information to inform their own pedagogy.
9. **SFI data from courses in which response rates are low should be interpreted cautiously.** This is especially true for courses in which fewer than 8 students are enrolled. Furthermore, as response rates approach 60-65% they may be considered more reliable and representative.
10. **SFIs and bias**. At present, the research regarding respondent bias in student ratings of instruction is inconclusive. However, we urge evaluators to remain alert to potential biases, particularly with respect to gender, race/ethnicity, and age of instructors.

Please don't hesitate to contact SFI@unca.edu with any logistical questions. If you have substantive questions, contact Amanda Werts, Director of Institutional Effectiveness, at awerts@unca.edu.

Creation Date: **Thursday, December 12, 2019**

Evaluation Summary

Student Perceptions of Own Learning

	Invited Count	Resp Count	Resp Rate	1	2	3	4	5	Course Mean	Median	SD	Prefix Mean	Univ Mean
I increased my understanding of major concepts or ideas in this course.	23	19	83%	0%	0%	5%	26%	68%	4.63	5.00	0.60	4.45	4.38
I learned to use principles from this course.	23	19	83%	0%	5%	16%	16%	63%	4.37	5.00	0.96	4.31	4.32

Student Perceptions of Own Learning (bank items)

I improved my ability to think and communicate clearly about issues and ideas in this field.

Invited Count	Resp Count	Resp Rate	1	2	3	4	5	Course Mean	Median	SD	Prefix Mean	Univ Mean
23	19	83%	0%	0%	5%	53%	42%	4.37	4.00	0.60	4.33	4.28

I learned to make connections between concepts and real-world issues.

Invited Count	Resp Count	Resp Rate	1	2	3	4	5	Course Mean	Median	SD	Prefix Mean	Univ Mean
23	19	83%	0%	0%	0%	26%	74%	4.74	5.00	0.45	4.53	4.37

Student Reflection on Own Learning Behaviors and Engagement

	Invited Count	Resp Count	Resp Rate	1	2	3	4	5	Course Mean	Median	SD	Prefix Mean	Univ Mean
I attended class regularly, arriving on time and staying for the duration of the class.	23	19	83%	0%	0%	0%	32%	68%	4.68	5.00	0.48	4.46	4.50
I actively engaged with the class content.	23	19	83%	0%	0%	5%	37%	58%	4.53	5.00	0.61	4.23	4.30
I completed class assignments conscientiously (such as readings, homework, and/or other class-related tasks).	23	19	83%	0%	0%	0%	16%	84%	4.84	5.00	0.37	4.44	4.43

I sought assistance when needed. (Please mark N/A if you did not need to seek assistance.)

Invited Count	Resp Count	Resp Rate	1	2	3	4	5	N/A	Course Mean	Median	SD	Prefix Mean	Univ Mean
23	19	83%	0%	0%	26%	21%	16%	37%	3.83	4.00	0.83	4.17	4.22

What grade do you expect to earn in this course? please mark N/A for incomplete, in progress, or audit.

What grade do you expect to earn in this course? please mark N/A for incomplete, in progress, or audit.				
Options	Count	Percentage	Statistics	Value
A	15	79%	Response Count	19
B	2	11%	Response Ratio	83%
C	0	0%		
D	0	0%		
F	0	0%		
S	0	0%		
U	0	0%		
N/A	2	11%		

Student Feedback on Instructor's Practices

	Invited Count	Resp Count	Resp Rate	1	2	3	4	5	Course Mean	Median	SD	Prefix Mean	Univ Mean
My instructor clearly communicated course expectations and requirements, through the syllabus and other methods (e.g. Moodle, email, in-class announcements).	23	19	83%	0%	0%	0%	21%	79%	4.79	5.00	0.42	4.25	4.40
My instructor explained the course material clearly.	23	19	83%	0%	0%	0%	26%	74%	4.74	5.00	0.45	4.31	4.31
My instructor created a classroom environment that encouraged students to be intellectually engaged.	23	19	83%	0%	0%	0%	32%	68%	4.68	5.00	0.48	4.43	4.41
My instructor was available for communication if needed.	23	19	83%	0%	0%	0%	26%	74%	4.74	5.00	0.45	4.58	4.49
My instructor provided clear instructions for assignments and/or tasks.	23	19	83%	0%	0%	0%	26%	74%	4.74	5.00	0.45	4.07	4.31
My instructor provided means for me to understand my progress in the course.	23	19	83%	0%	5%	0%	26%	68%	4.58	5.00	0.77	4.10	4.18

Student Feedback on Instructor's Practices (bank items)

The criteria for grading were clear and consistently applied.

Invited Count	Resp Count	Resp Rate	1	2	3	4	5	Course Mean	Median	SD	Prefix Mean	Univ Mean
23	19	83%	0%	0%	0%	16%	84%	4.84	5.00	0.37	3.87	4.23

My instructor provided assignments and/or activities that enabled me to better understand the principles introduced in class.

Invited Count	Resp Count	Resp Rate	1	2	3	4	5	Course Mean	Median	SD	Prefix Mean	Univ Mean
23	19	83%	0%	0%	0%	26%	74%	4.74	5.00	0.45	4.17	4.31

Open-Ended Questions

What aspects of this course do you feel were most beneficial to your learning?

Comments
The lectures I suppose.
The professor is very friendly, therefore a lot of the students felt comfortable contributing in class. It was an open–atmosphere course.
The test reviews
I really benefited from the writing assignments as they allowed to me understand the material more in depth and allowed me to insert my opinion into some of the issues we have talked about in class.
The review days for exams were very fun to me and allowed me to understand the content even better.
The in–class discussions and availability of class content (posting of slides that were presented same day)
Writing assignments helped me understand the material
I really enjoyed the daily news briefings
I wanted more Pizza
Note taking every day with clear notes on the board to copy down helped so much for when it became test time, i had all the materials i needed.
We had news briefs every class and related what we are learning about to current events. The class material was relevant to daily life.
I thought that discussing current events at the start of class was a really great way to apply political science to the real world. I wish all of my classes did this.
Having everything on moodle and knowing what to do and when to do it.
The whole course was very well taught and very beneficial.
The constant group discussion and public input from members of the class and teacher.
I learned a lot just about the political system in general and the structure of this class was incredibly helpful in doing that. I also really enjoyed the textbook, it was easy to read and explained things well
Class discussions
Interactive lectures, anecdotal evidence
writing assignments and exercises that helped us apply concepts

In this course, how did the instructor support your learning?

Comments
Yes
The professor is friendly, and always stayed after class to answer questions
He used fun videos to differentiate learning.
He supported my learning offering in class review sessions before exams and offered multiple opportunities for extra credit.
He made sure that he put the content out there, told me/ reminded me when all assignments were due, just encouraged me to be engaged and willing to learn.
Full Support – always happy to answer questions and to help
He made it very easy to comprehend the material
asking questions to make us think
More Pizza
He never made it feel like it was a chore to do our work. I think his grading style is the best I have seen here at UNCA and i learned so much better without having to be fearful of getting a bad grade.
He made it clear about his expectations for us, and rewarded us for our effort.
He made really excellent study guides and a class review game.
Asking us how we felt about the material and keeping us up to date with the news.
He was always there for questions if you need him.
He was always available if need be for questions and was good at creating a space where debate was possible and healthy.
Weekly quizzes
Consistent recaps, availability, and reasonable but relevant workloads
always thorough and helpful when it comes to understanding concepts

Do you have any suggestions for improving the course or how it was taught? If so, what are they?

Comments
Maybe if he wrote the notes on the board.
Less powerpoints. I understand that this course involved a lot of memorization of history, I wish that the professor could have included an occasional activity or just more interesting slides with context. The context that the professor provided was sometimes very engaging, like Stephen Colbert segments, or videos of political figures in general... But most of the time the context shown was endless graphs and data sets... Important to the profession but I wish he had shown us less because it disengaged my attention after a while.
Be tougher on us. You don't have to grade harder but also tell the students to pay attention to demand their attention.
I believe that it was taught at a very high level, while also making it fun.
No – he did a great job
No
nope
More Pizza
NA
NA
The textbook was really awful. Most of them are, but this one was especially dreadful.
N/A
No, it was great.
I don't think so it was one of my favorite classes.
More interactive grading
n/a

Additional Personalized Instructor Questions

What aspects of this course do you feel were most beneficial to your learning?
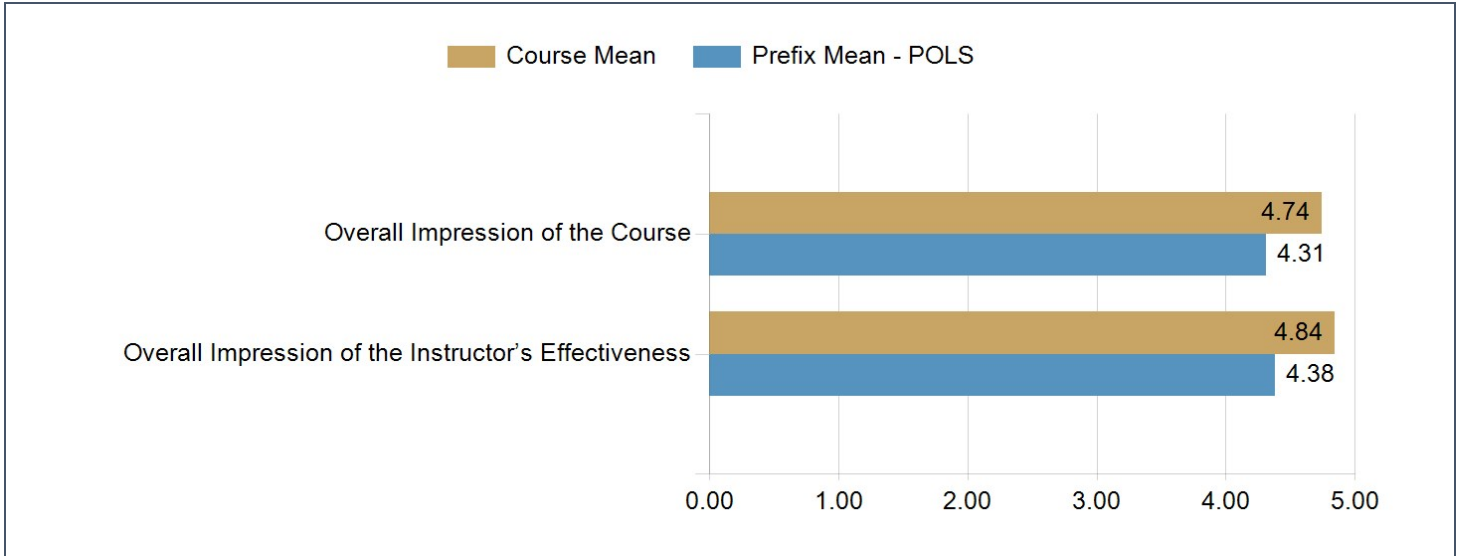
Comments
I already did this.
The interactive activities with my peers that allowed me to make connections with the material with real life examples.
The in–class instruction – it was engaging and well thought out
Understanding the government and world politics
the powerpoint and visual learning
More Pizza
The note taking was great.
talking about the news daily.
:)
The whole course
The teacher felt very approachable.
Real world knowledge, case studies
New York times briefings, in class group assignments

Do you have any suggestions for improving the course or how it was taught? If so, what are they?

Comments
I already did this to.
Nope
No
nope!
More Pizza
NA
NA
One small thing that bothered me a bit was the phone policy. It's reasonable to expect phones to be away during lecture, but we weren't allowed to use them when we had to look things up online which was very annoying since I don't have a laptop. Additionally, every single person who brought their laptop used it for things that weren't related to class. I've never seen so many people play Sudoku at once. It was really weird.
N/A
Just make sure to maintain the lively discussion since it, at least for me, keeps people involved and invested in the topic at hand.
N/A
n/a

Comparative Data

Course Mean vs Prefix Mean

Rank	Competency	Difference
1	Overall Impression of the Course	0.43
2	Overall Impression of the Instructor's Effectiveness	0.46

Overall Impressions

Overall Impression of the Course

Invited Count	Resp Count	Resp Rate	1	2	3	4	5	Course Mean	Median	SD	Prefix Mean	Univ Mean
23	19	83%	0%	0%	5%	16%	79%	4.74	5.00	0.56	4.31	4.26

Overall Impression of the Instructor's Effectiveness

Invited Count	Resp Count	Resp Rate	1	2	3	4	5	Course Mean	Median	SD	Prefix Mean	Univ Mean
23	19	83%	0%	0%	0%	16%	84%	4.84	5.00	0.37	4.38	4.42