

Guidance on Interpreting *Student Experience Survey Reports*

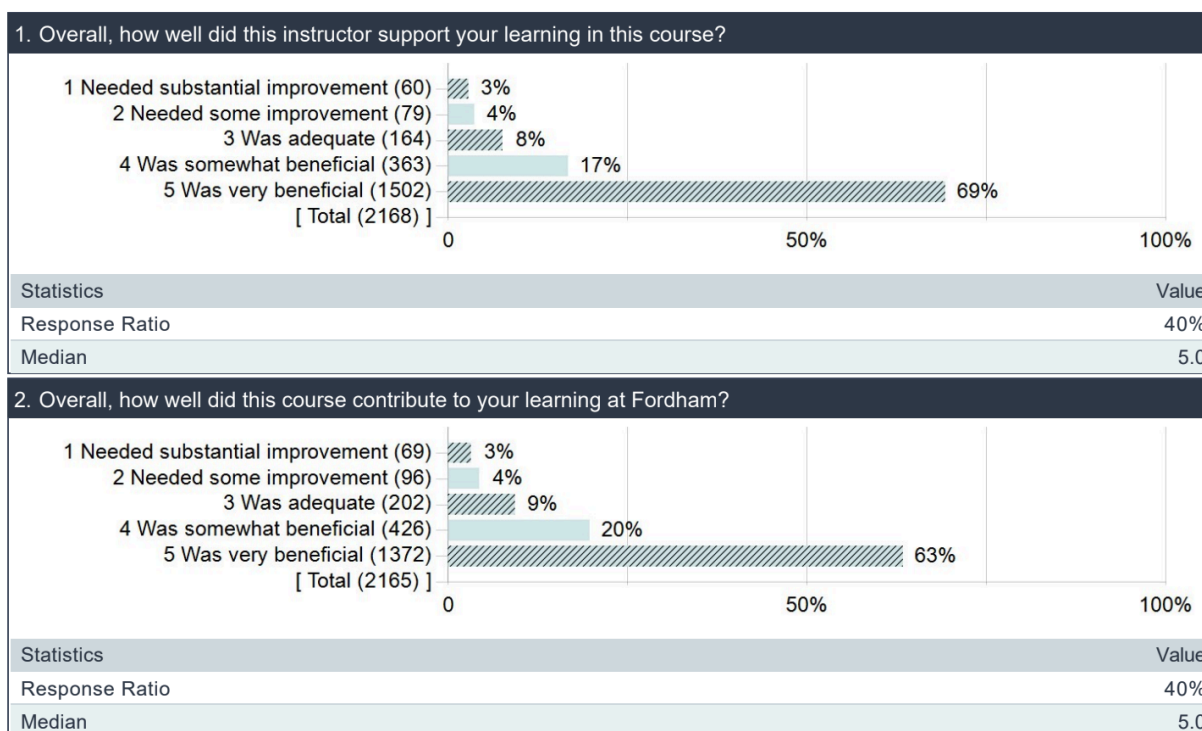
The Faculty Evaluation Committee believes that student feedback on courses is critically important as one component of a holistic evaluation of teaching effectiveness. Thus, SES reports should be considered in the context of other evidence of teaching effectiveness such as syllabi, peer observations, instructor teaching statements, pedagogical innovations, and other factors that may be relevant. To that end, this document provides guidance on two questions of concern to Instructors, Chairs, Directors, Personnel Committees, and other users: (1) suggestions on how to review and interpret the SES reports and data; and (2) some tools for comparing and combining evidence from the new SES and old SEEQ forms.

1. *How to use the new SES reports*

We encourage users to consider the entire distribution of scores from a class rather than focus on possibly meaningless differences between mean scores arising from small and unrepresentative samples. For this reason, we no longer report means, but instead report medians and bar charts that display the distribution of ratings. Figure 1 displays example item distributions.

Figure 1. Example of Score Distributions from Overall Questions

How did each of the following support your learning?



The committee suggests using the overall distribution of the scores as a more holistic indication of the teaching indicators in the formal student evaluation process. We recognize that this may require a shift in how SEEQ scores have historically been used, so we list some suggested ways to evaluate the distributions:

- The pilot data suggests that effective instructors typically have 4s and 5s as the majority of the ratings, while 1s and 2s are relatively rare. If 1s and 2s are not rare in the distribution, this might merit mentoring or discussions with departmental leaders.
- Based on the pilot data, if the median is not a 4 or 5, that might also indicate a need for mentorship or discussion.
- The response ratio tells you what percentage of eligible students responded to that item. If it is very low, you should interpret the results with greater caution.
- Comparing individual instructor reports to overall distributions for your department or all courses can provide context for interpreting scores. Such reports can be made available upon request.

2. How can I combine and compare evidence from the SEEQ and the SES?

The faculty evaluation committee understands that for the next several years some individuals may have both the SES and SEEQ in their reappointment, tenure, and promotion cases as well as in other reports such as merit. To better assist the interpretation of both SES and SEEQ scores, the faculty evaluation committee created two tables to aid in comparing the survey instruments. The committee always recommends using either form of student feedback as only one possible component of the evaluation of teaching effectiveness.

Table 1 provides a comparison of the pedagogical dimensions across the SEEQ and SES with specific questions indicated. This is intended to help you “map” items from one survey to the other as you look for items measuring specific aspects of teaching effectiveness. When interpreting these, please remember that response option labels for the SEEQ (*strongly disagree - strongly agree*) differ from those in the SES (*needed substantial improvement - was very beneficial*).

Another difference between surveys is that the SEEQ items were measured on a 9-point scale, while the SES items use a 5-point scale. Table 2 presents a tool to translate overall scores across the instruments. This is a rough approximation of how scores on each can be interpreted relative to one another, based on the *overall instructor item* from the Spring 2025 Pilot experiment. Please note that these are only preliminary estimates and should be treated as tentative guidelines, not used as the sole determinative of personnel or merit decisions. Note also that this score translation may not apply to other pairs of SEEQ and SES items.

Table 1. Comparison of Pedagogical Dimensions Across Instruments

Pedagogical dimension	SEEQ Items	SES Items
Learning/Academic Value [LAV]	1. You found the class intellectually challenging and stimulating 2. You learned something that you considered valuable 3. Your interest in this subject has increased as a consequence of this class 4. You have learned and understood the subject materials in this class	10. The level of intellectual challenge posed by the course content: [LAV]
Instructor Enthusiasm [IE]	5. Instructor was enthusiastic about teaching the class 6. Instructor was dynamic and energetic in conducting the class 7. Instructor enhanced presentations with the use of humor 8. Instructor's style of presentation held your interest during class	6. The clarity of the instructor's explanations of the course content: [IE, OC]
Organization/Clarity [OC]	9. Instructor's explanations were clear 10. Class materials were well prepared and carefully explained 11. Proposed objectives agreed with those actually taught, so you knew where the class was going 12. Instructor gave presentations that facilitated taking notes	5. The preparation and organization of course content: [OC] See also #6

Pedagogical dimension	SEEQ Items	SES Items
Group Interaction [GI]	13. Students were encouraged to participate in class discussions 14. Students were invited to share their ideas and knowledge 15. Students were encouraged to ask questions and were given meaningful answers 16. Students were encouraged to express their own ideas and/or question the instructor	8. The opportunities for students to ask questions, share, and/or actively participate: [GI]
Individual Rapport [IR]	17. Instructor was friendly towards individual students 18. Instructor had a genuine interest in individual students 19. Instructors made students feel welcome in seeking help/advice in or outside of class 20. Instructor was adequately accessible to students during office hours or after class	4. The welcomeness and inclusiveness of the learning environment: [DEI/IR]
Breadth of Coverage [BC]	21. Instructor contrasted the implications of various theories 22. Instructor presented the background or origin of ideas/concepts developed in class 23. Instructor presented points of view other than his/her own when appropriate 24. Instructor adequately discussed current developments in the field	9. The number and breadth of topics covered in the course: [BC]

Pedagogical dimension	SEEQ Items	SES Items
Examinations/Graded Materials/Assignments [EG]	25. Feedback on examinations/graded materials was valuable 26. Methods of evaluating student work were fair and appropriate 27. Examinations/graded materials tested class content as emphasized by the instructor 28. Required readings/texts were valuable 29. Readings, homework, etc. contributed to appreciation and understanding of the subject	7. The instructor's timeliness and methods of evaluating and/or providing feedback on student work: [EG]
Overall Ratings: Instructor	30. Overall, how does this class compare with other classes at Fordham University?	13. Overall, how well did this course contribute to your learning at Fordham?
Overall Ratings: Course	31. Overall, how does this instructor compare with other instructors at Fordham University?	12. Overall, how well did this instructor support your learning in this course?
Workload / Difficulty [WD]	32. Subject difficulty, relative to other subjects was 33. Subject workload, relative to other subjects was 34. Subject pace was see also #37 (expected grade)	11. The number and types of assignments/examinations: [WD] see also #10 [LAV]
Course Engagement	35. Hours/week required outside of class	2. The time I spent on this course outside of class
Student Engagement	36. Level of interest in the subject prior to this course was 37. Expected grade in the course	1. My attendance and engagement during class time: 3. My response to instructor feedback:

Pedagogical dimension	SEEQ Items	SES Items
Open response	38. Are there any other aspects of this course that you think were very positive (e.g. particular readings, assignments, projects, topics studied) and why? 39. Are there any other aspects of this course you would change in future offerings (e.g. particular readings, assignments, projects, topics studied) and how? 40. What aspects of the instructor's teaching style did you find very positive and why? 41. What specific advice would you give to help your instructor improve your learning experience in this course, and why?	14. What aspects of this course were most beneficial to your learning? 15. What aspects of this course could most have used improvement to help your learning?

*Table 2. Translating Scores Across Instruments
(Based on Overall Instructor Item from Spring 2024 Pilot)*

SEEQ	SES Equivalent		SES	SEEQ Equivalent
1	1		1	1.2
2	1.3		2	3.7
3	1.6		3	5.1
4	2.2		4	7
5	2.9		5	8.9
6	3.5			
7	4			
8	4.6			
9	5			