

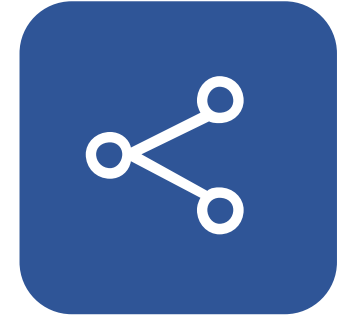
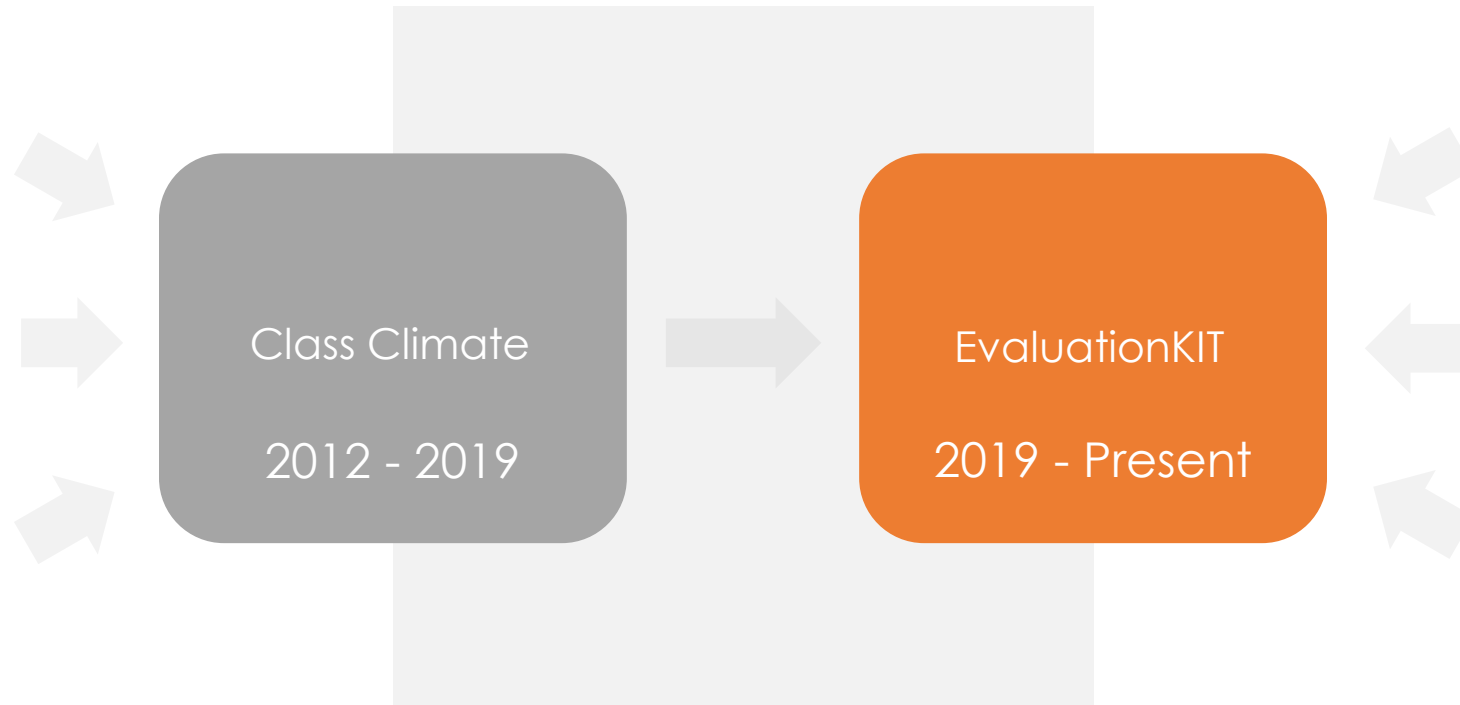
University of South Alabama

Student Perceptions of Instruction Response Rates and Scores



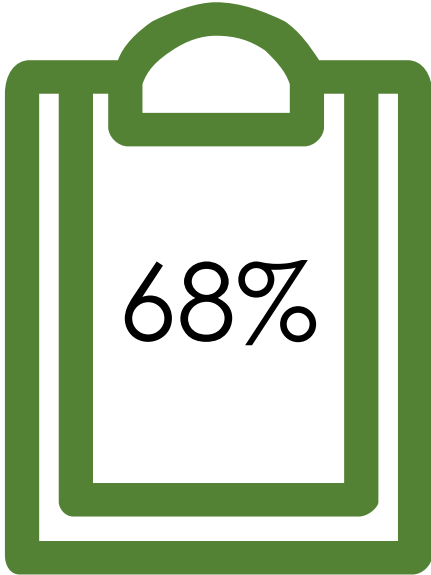
Evaluation Platform Transition

The University transitioned from Class Climate to EvaluationKIT in the fall of 2019.

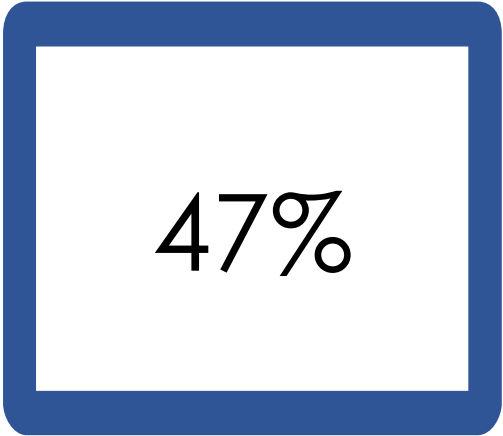


Evaluation Platform: Response Rate Comparison

Class Climate
AY18-19



EvaluationKIT
AY19-20



Please Note » The response rate listed above is affected by several factors such as the adoption of a new survey platform, transition from paper to electronic evaluations for some programs, implementation of a new survey instrument, use of a new survey email address, and the university's transition to remote learning due to COVID-19.

SPI

(used during all terms except for courses that transitioned to remote learning in spring 2020)

Please rate the instructor's effectiveness in the following areas:					
	Excellent	Very Good	Good	Fair	Poor
Organizing the course:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explaining course requirements, grading criteria, and expectations:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicating ideas and/or information:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Showing respect and concern for students:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stimulating interest in the course:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating an environment that helps students learn:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Giving useful feedback on course objectives:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping students achieve course objectives:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use of USAonline to support my learning in this course was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use of USAonline to communicate important course information was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, the effectiveness of the instructor in the course was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

VS.

Modified SPI

(used only during spring 2020 after transition to remote learning)

Section 1: Before you respond about the transition to remote instruction, please give your perceptions of the class prior to the transition to fully online instruction:

Please tell us your perception of the quality of the class prior to the transition on March 23rd.

Poor
 Fair
 Good
 Excellent

Section 2: For this class, please give us your perceptions about this class after the transition to remote instruction:

After the transition to remote instruction...

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
I received clear communication from the faculty member about the transition of this class to remote instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I received timely communication from the faculty member about the transition of this class to remote instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The communication I received about the transition to remote instruction in this class told me what I needed to know so that I could best continue my learning?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The requirements for graded assignments in this class were made clear to me (e.g., tests, papers, quizzes).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

After the transition to remote instruction...

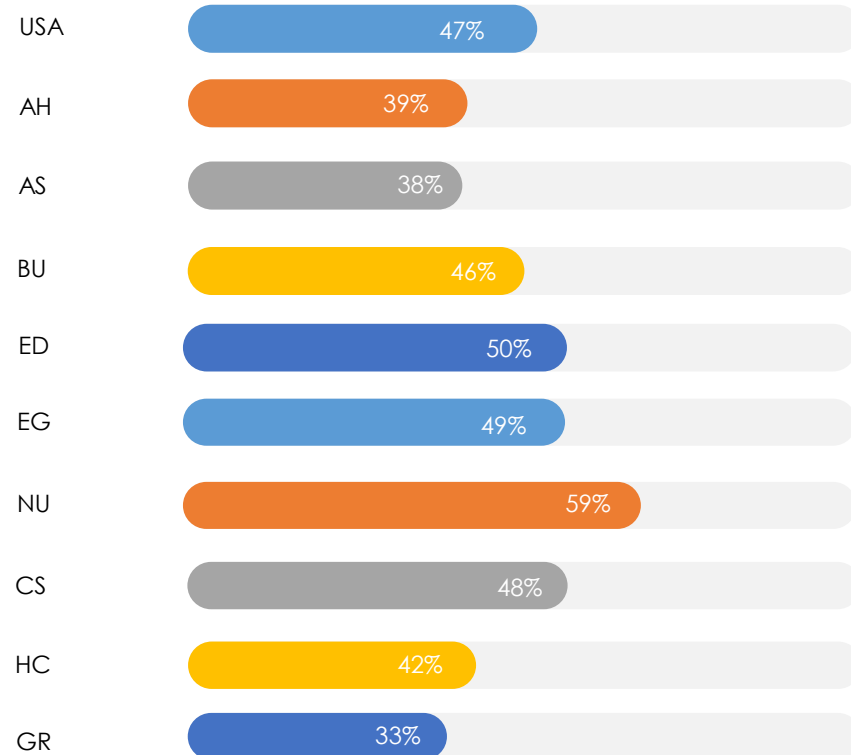
	Poor	Fair	Good	Excellent
The quality of class materials/documents after the transition to remote instruction in this class was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The quality of instruction after the transition to remote instruction was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The quality of feedback I received about my performance on graded assignments (e.g., tests, papers, quizzes) in this class was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SPI Response Rates: University / Colleges / Schools

The charts provided below present Student Perception of Instruction (SPI) response rate comparisons for AY20 and AY21.

2019 - 2020

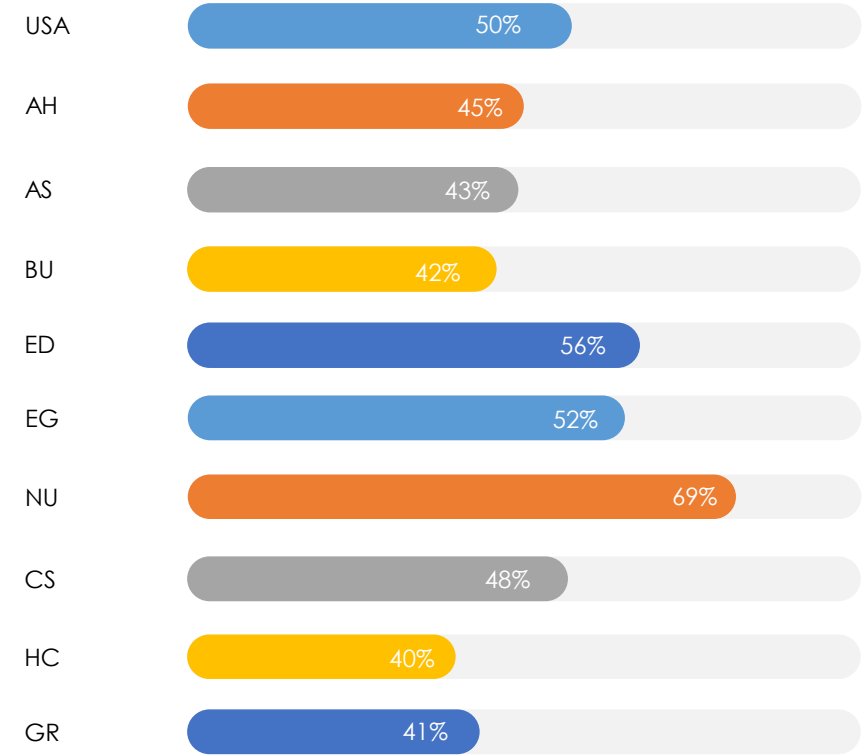
The SPI response rates provided below are for Fall 2019 and Spring 2020 (includes courses that received the modified SPI due to the University's transition to remote learning in March 2020).



VS.

2020 - 2021

The SPI response rates provided below are for Fall 2020 and Spring 2021.



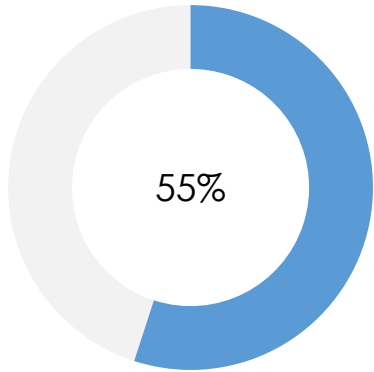
USA Student Perceptions of Instruction: Response Rates and Item Scores

The charts provided below present SPI response rate comparisons for AY20 and AY21.

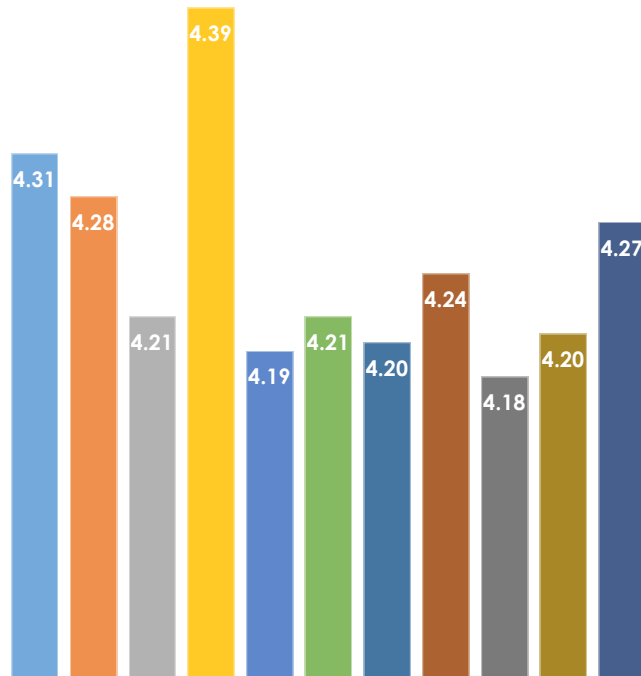
Please rate the instructor's effectiveness in the following areas:

Scale: 5 = Excellent, 4 = Very Good, 3 = Good, 2 = Fair, 1 = Poor

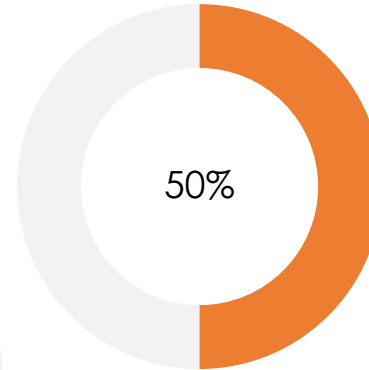
Response Rate



Mean Scores: 2019 - 2020

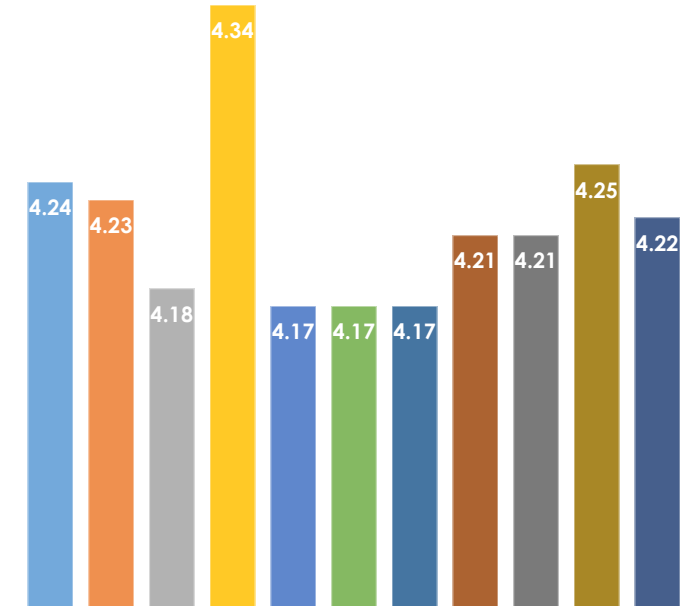


Response Rate



Mean Scores: 2020 - 2021

VS



- Organizing the course
- Explaining course requirements, grading criteria, and expectations
- Communicating ideas and/or information
- Showing respect and concern for students
- Stimulating interest in the course
- Creating an environment that helps students learn
- Giving useful feedback on course objectives
- Helping students achieve course objectives
- Use of USAonline to support my learning in this course
- Use of USAonline to communicate important course information
- Overall, the effectiveness of the instructor in the course

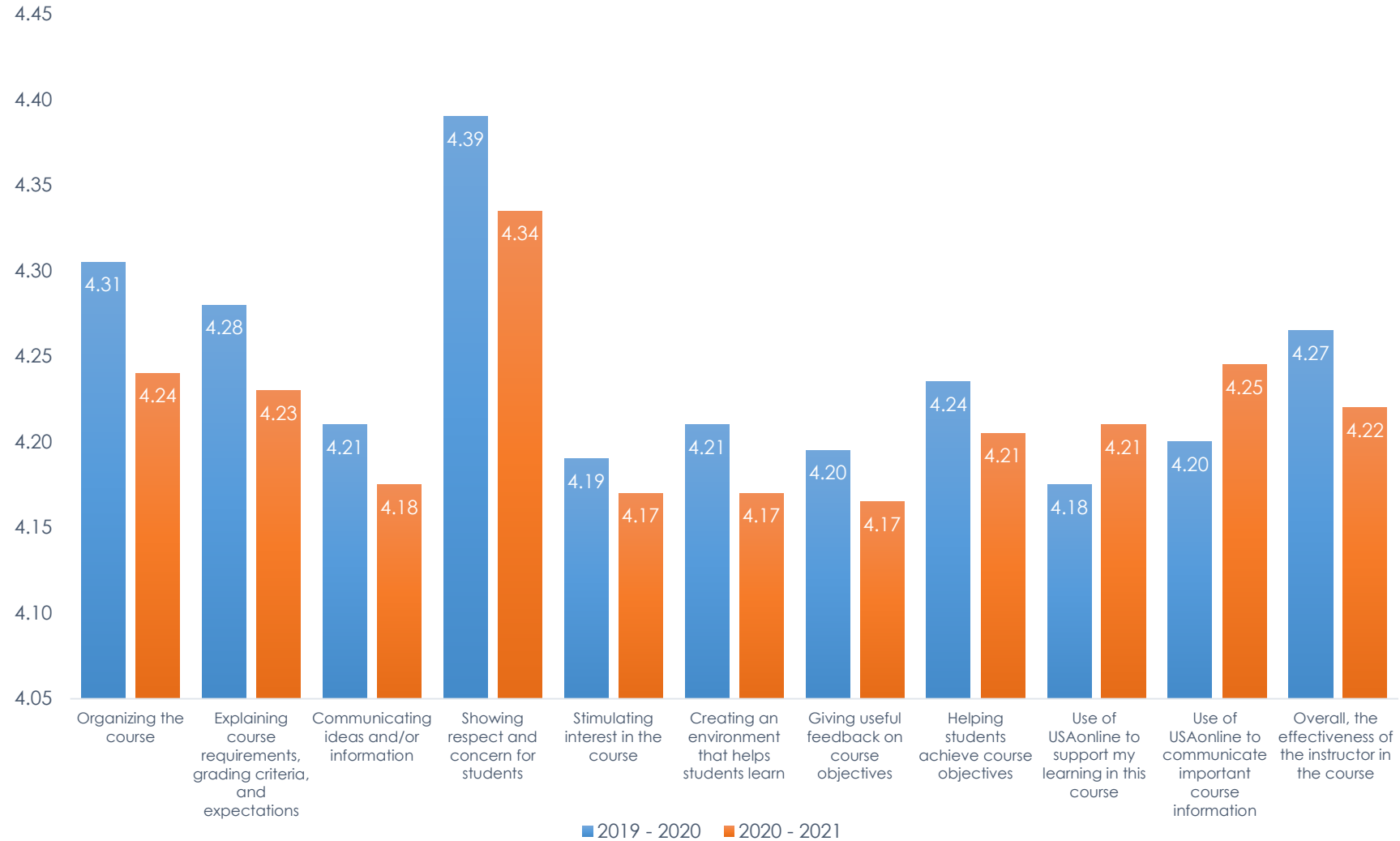
- Organizing the course
- Explaining course requirements, grading criteria, and expectations
- Communicating ideas and/or information
- Showing respect and concern for students
- Stimulating interest in the course
- Creating an environment that helps students learn
- Giving useful feedback on course objectives
- Helping students achieve course objectives
- Use of USAonline to support my learning in this course
- Use of USAonline to communicate important course information
- Overall, the effectiveness of the instructor in the course

Does not include scores for the modified SPI that was administered to courses effected by the March 23rd transition to remote learning.

USA Student Perceptions of Instruction: Item Scores AY20 vs AY21

Please rate the instructor's effectiveness in the following areas (mean):

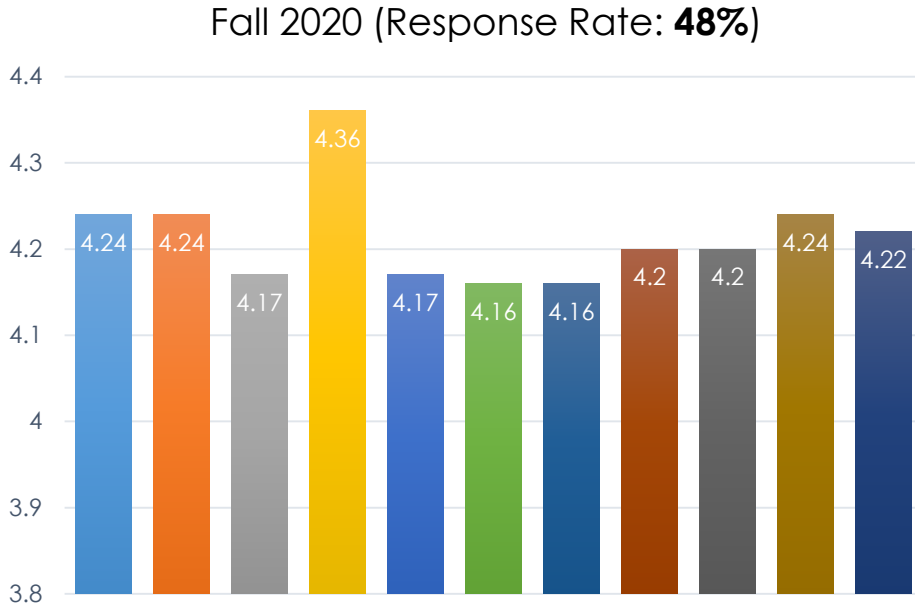
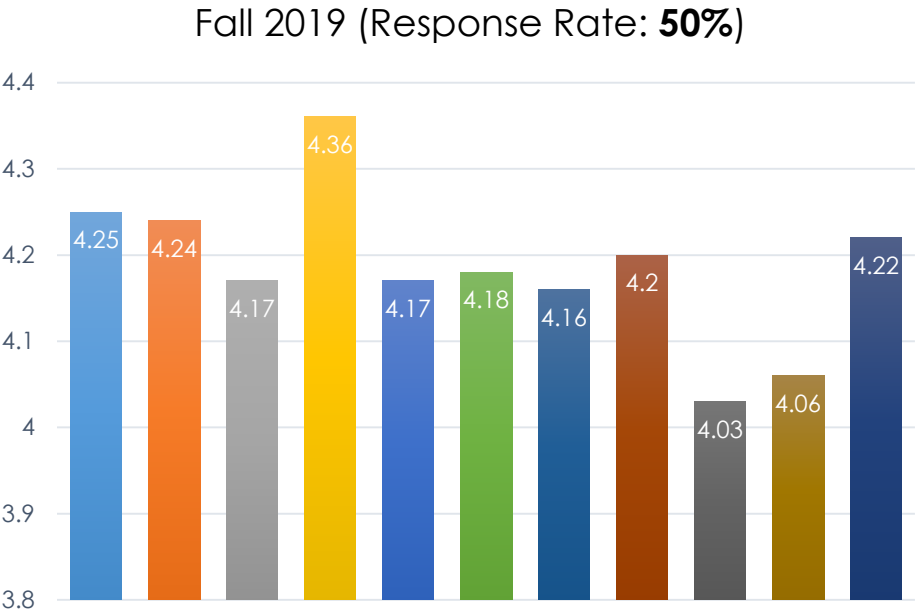
Does not include scores for the modified SPI that was administered to courses effected by the March 23rd transition to remote learning.



Scale: 5 = Excellent, 4 = Very Good, 3 = Good, 2 = Fair, 1 = Poor

SPI: Fall 2019 vs Fall 2020

The charts presents below represent scores for the fall 2019 and fall 2020 SPIs.

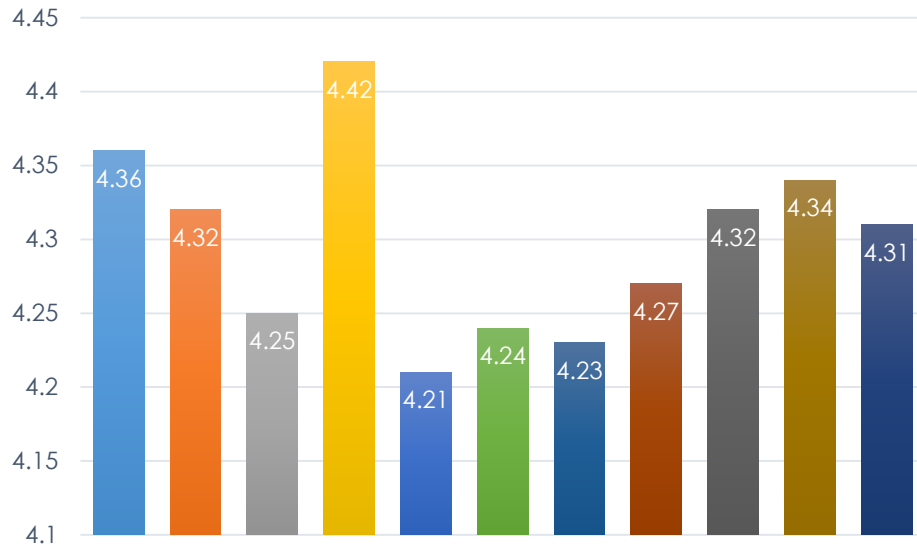


-
- Organizing the course
-
- Explaining course requirements, grading criteria, and expectations
-
- Communicating ideas and/or information
-
- Showing respect and concern for students
-
- Stimulating interest in the course
-
- Creating an environment that helps students learn
-
- Giving useful feedback on course objectives
-
- Helping students achieve course objectives
-
- Use of USAonline to support my learning in this course
-
- Use of USAonline to communicate important course information
-
- Overall, the effectiveness of the instructor in the course

SPI: Spring 2020 vs Spring 2021

The charts presents below represent scores for the spring 2020 and spring 2021 SPIs.

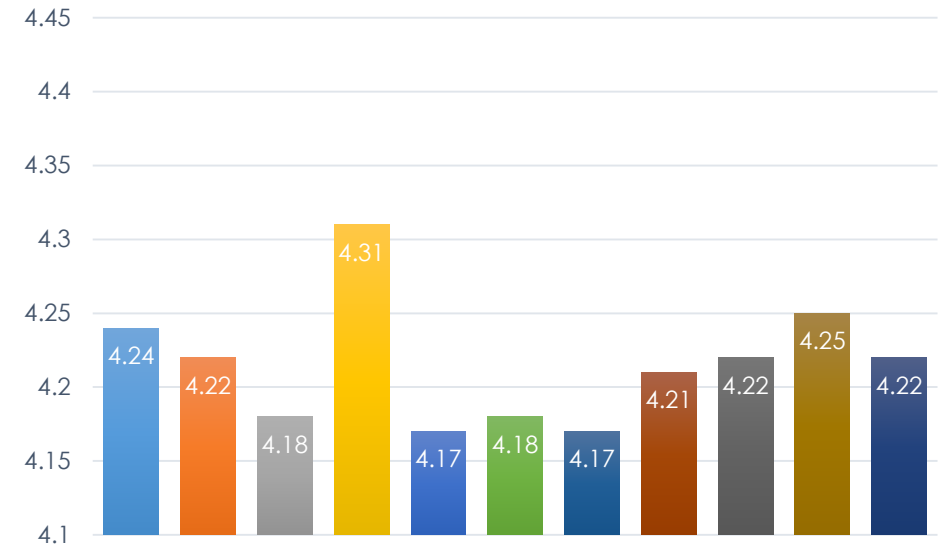
Spring 2020 (Response Rate: **60%**)



Does not include scores for the modified SPI that was administered to courses effected by the March 23rd transition to remote learning.



Spring 2021 (Response Rate: **52%**)



- Organizing the course
- Explaining course requirements, grading criteria, and expectations
- Communicating ideas and/or information
- Showing respect and concern for students
- Stimulating interest in the course
- Creating an environment that helps students learn
- Giving useful feedback on course objectives
- Helping students achieve course objectives
- Use of USAonline to support my learning in this course
- Use of USAonline to communicate important course information
- Overall, the effectiveness of the instructor in the course

USA Student Perceptions of Instruction: Response Rate and Item Scores Spring 2021: Modified SPI

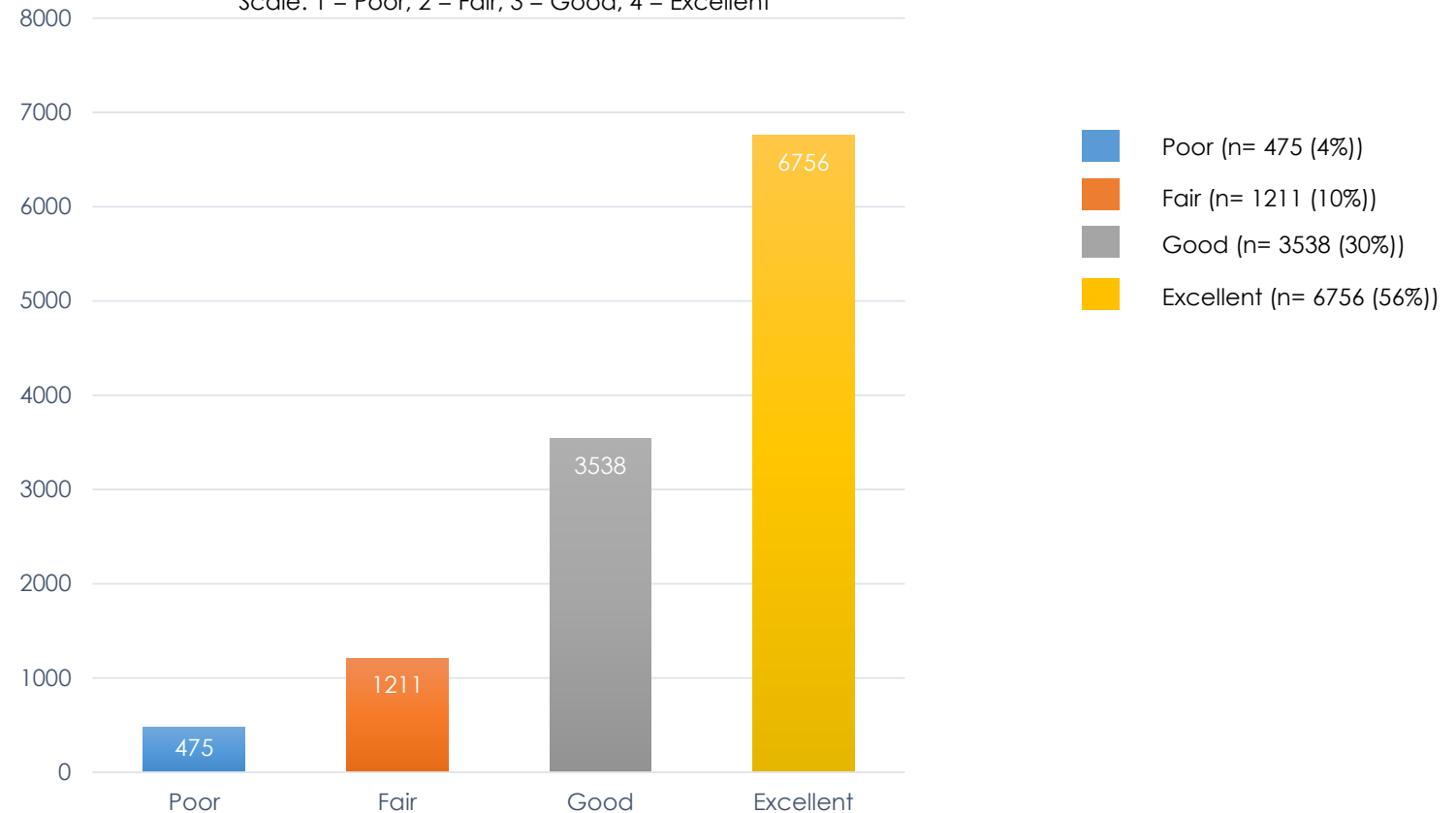
The following items were included in the modified SPI. This instrument was used only during spring 2020 for courses that transitioned to remote instruction on March 23, 2020.

Response Rate **32%**

3.38

Please tell us your perception of the quality of the class prior to the transition on March 23rd.

Scale: 1 = Poor, 2 = Fair, 3 = Good, 4 = Excellent

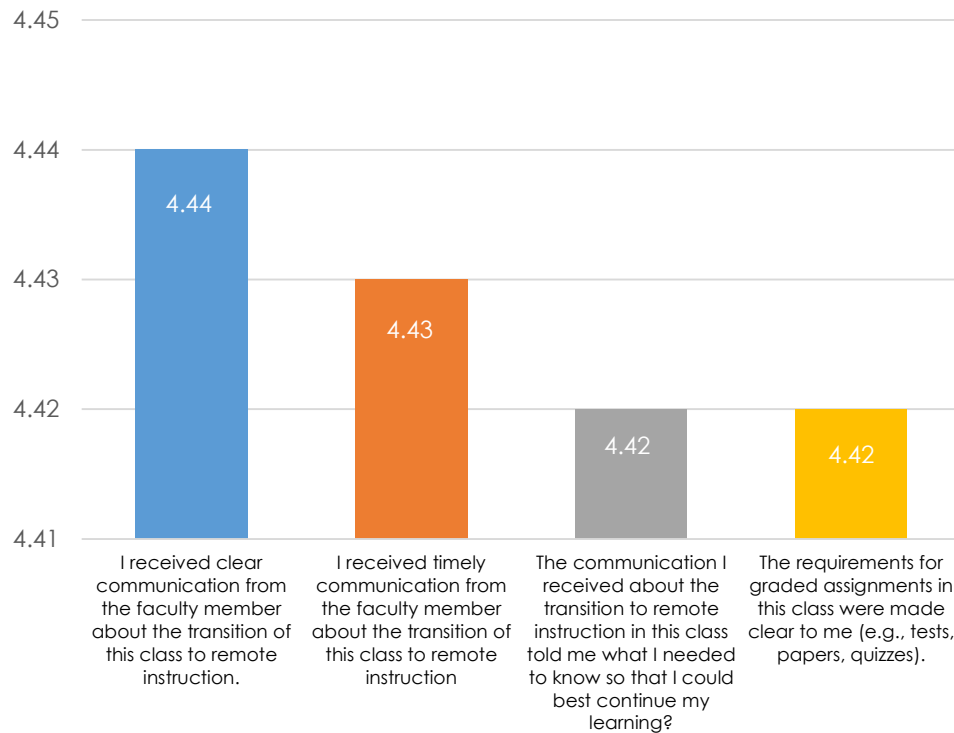


USA Student Perceptions of Instruction: Response Rate and Item Scores Spring 2021: Modified

The following items were included in the modified SPI. This instrument was used only during spring 2020 for courses that transitioned to remote instruction on March 23, 2020.

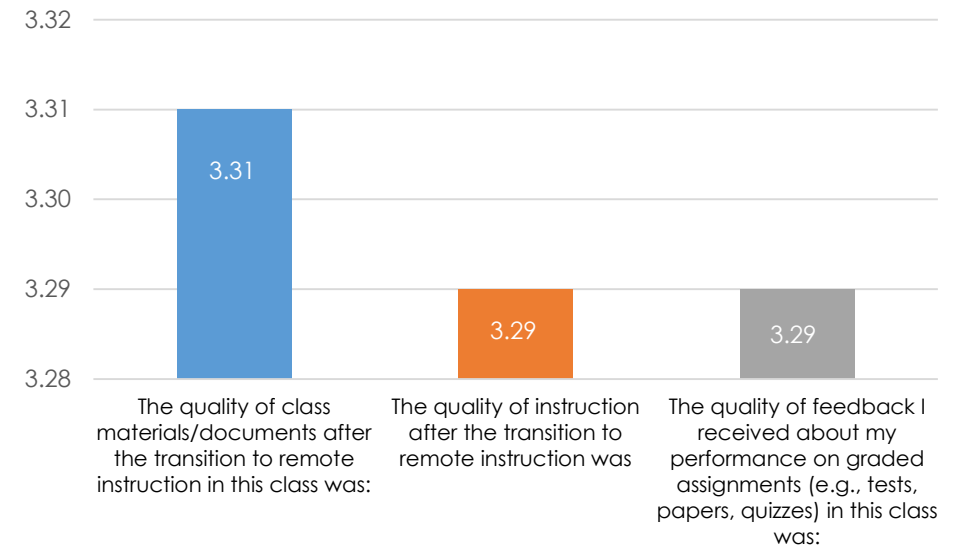
Response Rate **32%**

After the transition to remote instruction:



Scale: 5 = Strongly Agree, 4 = Agree, 3 = Neither Agree nor Disagree, 2 = Disagree, 1 = Strongly Disagree

After the transition to remote instruction:



Scale: 1 = Poor, 2 = Fair, 3 = Good, 4 = Excellent