

The School of Education's Closer Look at the Student Opinion Survey

The Student Opinion Survey (SOS) was adopted by Florida SouthWestern State College in Academic Year 2016-2017 as a replacement for the SEI and for the SIR II. Accessed by students online, the SOS allows for rapid turnaround of results for the College's faculty.

FSW's School of Education, which offers bachelor's degrees as well as associate degrees, has conducted an independent review of the School's results of the course evaluative questions, as disaggregated by program. Recently, the School of Education, in collaboration with the Office of Academic Assessment, conducted a specific study of the SOS focusing on the Early Childhood Education Program, the Elementary Education Program, and Lower Division education courses for the fall 2017 term.

Florida SouthWestern's SOS for fall 2017, College-wide, was open from November 13 to November 30, 2017, for the full-term courses. The evaluation incorporated 177 Early Childhood Education potential survey respondents, 321 Elementary Education potential respondents, and 226 Lower Division potential respondents.

The response rate for Early Childhood Education was 46%. The response rate for Elementary Education was 54%. And the response rate of the Lower Division courses was 40%. Traditional sections exhibit the highest response rates for both Early Childhood Education and Elementary Education (81% and 55%, respectively). However, for the Lower Division courses, the concurrent (dual enrollment) sections exhibit the highest response rates (59%).



Dr. Larry Miller

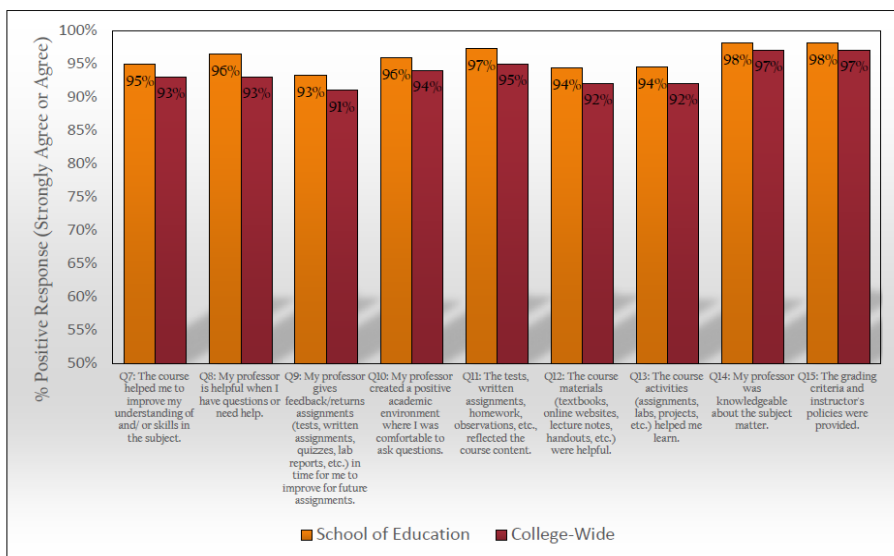
Dean, School of Education



Dr. Joyce Rollins

Professor, Education

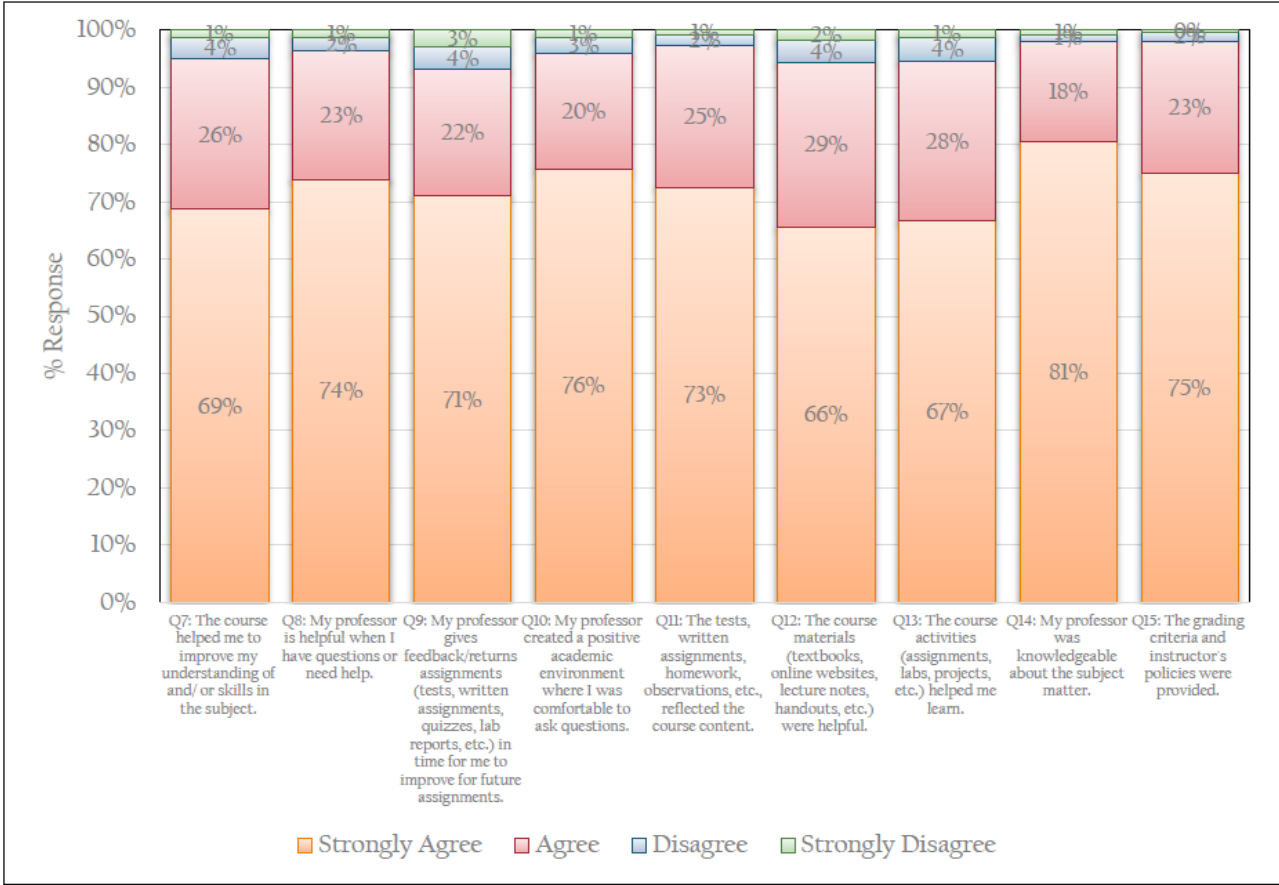
Responses to course evaluation questions on the SOS, questions 7 through 15, were positive with all questions exhibiting positive response rates of 90% or higher. See the comparison of School of Education results to College-wide results in the chart located to the right.



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Looking specifically at course evaluation question 14, “My professor was knowledgeable about the subject matter,” the School of Education saw the highest percentage of respondents reporting “Strongly Agree” at 81%. Positive responses, those including “Strongly Agree” and “Agree” are reported 98% of the time for this question.



In studying course evaluation questions by program (Early Childhood Education, Elementary Education, and Lower Division), no question exhibits substantially different positive response percentages from other questions, or other programs. The largest disparity exists with Question 12, “The course materials were helpful.” Here, positive responses are 97% for Early Childhood Education, 95% for Elementary Education, and 92% for the Lower Division courses.

CATs: The Purr-fect Assessment



Marty Ambrose

Professor of English &
Past Chair of the Learning
Assessment Committee

When I first heard the acronym, CAT (Classroom Assessment Technique), I thought that anything with a feline connotation had to be fun—and my initial impression was correct. CATs were amazingly simple to incorporate into my classes, and I had immediate results that could be applied all through the semester. Since I teach composition, creative writing, and literature, I began with the “minute paper” and found this particular assessment was flexible and even potentially creative.

Just as a recap, CATs are activities that faculty can use to gauge how well students comprehend materials covered in class. They generally take two-five minutes and provide instant feedback. I saw them as a way to step back, listen to the students’ perceptions, and make any necessary course tweaks during the semester. I didn’t have to wait for data analysis and syllabi revisions before I could address student concerns. Granted, CATs don’t have the complex data provided from course or program-level assessment (as comes out of Dr. Joe’s office), but they do give a snapshot for a possible improvement.

I tried the “minute paper” in ENC 1102 – Literature about ten years ago, asking my students for one significant point they learned from a lecture on poetry. Their responses were pretty standard. Then, I started revising the CAT itself, and I asked them to put the point in a haiku and read it as a “pair share.” Better and more creative. Then, I organized the students into cohorts and had them put the haiku pieces together into a “group poem” and read it to the class. Poetic assessment. And I kept going from there. My students now Instagram CATs, they draw CATs, they mime CATs. And I learned how I needed to learn—from them.

On that note, I’m giving my own minute haiku about assessment:

Turning down the path;
Keep moving from dim to light,
Deepening the known.

Many thanks to Angelo and Cross; CATs turned out to be my own purr-fect pet of assessment.



LAC Welcomes Mathematics Professor



Bill Stoudt
Professor of
Mathematics

Professor of Mathematics, Bill Stoudt, is new to the Learning Assessment Committee this academic year while also being a new full-time faculty member of the College. Professor Stoudt currently teaches at the Lee Campus as well as the Collier Campus, following three years during which he taught, as an adjunct, at the Charlotte Campus. He teaches a variety of courses, including College Algebra, Intermediate Algebra, Math for Liberal Arts, Mathematics for College Success, and Statistics and Calculus for Business and Social Sciences.

Professor Stoudt holds a B.S. in secondary education with a mathematics major from Pillsbury Baptist Bible College, and an M.A. in teaching with a concentration in mathematics from Florida Gulf Coast University. Prior to joining Florida SouthWestern State College, he taught high school math at Mariner High School and has experience in coaching basketball, football, and softball. He has also worked in various church ministries.

Professor Stoudt and his wife have two sons and five grandchildren. He keeps busy raising chickens and ducks, has horses and a mini-horse. He also enjoys saltwater fishing, utilizing the patience he has honed in all his years as a mathematics instructor. The Learning Assessment Committee is pleased to welcome Professor Bill Stoudt.

From the LAC Chair

The SoE rocks the SOS



Dr. Caroline Seefchak
Professor of
Education and
LAC Chair

Anyone who was employed at the College when its name was Edison is likely to remember the Student Instructional Report, 2nd Generation, better known as the SIR II. SIR IIs were paper surveys, four pages in length, and arduously completed by hand with #2 pencils as instructors left the classrooms to ensure anonymity. Though SIR IIs were administered in the late fall, results were not available until the spring, and it was often a down-to-the-wire in getting the individual reports in time to complete faculty evaluations.

Enter Dr. Joseph van Gaalen and his abundant data collection and analysis skills, and the College replaced the SIR II with the SEI in Academic Year 2015-2016. The SEI, Student Evaluation of Instruction, was accessed online, and, for the first time in the College's history, results were almost immediate. In Academic Year 2016-2017, the College adopted the Student Opinion Survey, the SOS, which has been in use since then.

The SOS, like the SEI, provides the ease of online administration as well as thorough results, available quickly. Since the SOS is an in-house survey, Schools and departments within the College may collaborate with the Office of Academic Assessment to disaggregate or cross tabulate data to obtain reports specific to programs or populations. This issue's Assessment in Action piece details how the School of Education conducted an independent review of results of the course evaluative questions, disaggregated by program. The report is both interesting and enlightening, providing positive data for the team in the SoE.

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