

# Student Opinion Survey (SOS)

## Concurrent Dual Enrollment Assessment Report

### Spring 2018

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## 1 INTRODUCTION

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Florida SouthWestern State College's adoption of the new Student Opinion Survey (SOS) replaces the Student Evaluation of Instruction (SEI) which was administered AY 2015-2016. The SEI itself was a replacement for the Student Instructional Report 2<sup>nd</sup> Generation (SIR II). Like the SEI, the SOS is accessed online and allows for rapid turnaround of results for faculty.

The SOS online format (administered over a 19-day span) allows for minimized vulnerability to indirect and/or unintentional faculty influence (e.g. assignments given on the same day can influence survey), an increased aptitude towards detailed survey responses, and additional discipline/department specific questions included in the survey (Layne et al., 1999; Simpson and Siguaw, 2000).

The Accelerated Learning Program at FSW conducts an independent review of the results of the course evaluative questions (Questions 7-15) disaggregated by district. This report details results of a Dual Enrollment (Concurrent) specific study of the SOS focusing on all courses offered offsite from FSW campus/center locations for the spring 2018.

The SOS consists of 17 questions. The first six questions ask students to self-report areas regarding their disposition (not included in this analysis). Questions 7 through 15 ask students to evaluate the course using an ordinal scale. Finally, questions 16 and 17 ask for additional feedback regarding the course in an open-ended format (also not included in this analysis). It should be noted that for overall comparisons, the ordinal scale is assigned a point value as follows: Strongly Agree (4pts), Agree (3), Disagree (2), or Strongly Disagree (1).

Each student is sent a series of email alerts announcing the opening and closing of the course evaluation time period. Students can then access course evaluations via a link in each of those emails for any courses in which they are registered. The student encounters a completion page immediately upon completing an evaluation. If the student attempts to access the evaluation for that particular course again, a notice will alert them that they have no further evaluations to complete.

For additional detail or further analysis not provided in this report, please contact Dr. Joseph F. van Gaalen, Director of Assessment and Effectiveness ([Joseph.VanGaalens@fsw.edu](mailto:Joseph.VanGaalens@fsw.edu); x16965).

## 2 THE SURVEY

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- I. **About the student** (for Qs 1-3, 5, response options are: Never, Once, Twice, 3 times, 4 or more times; for Q4, options are: 0-3, 4-8, 9-14, and >14; for Q6, options are: A, B, C, D, F, Pass, Fail)
  1. I missed class \_\_\_\_\_.

2. I completed assignments on time.
  3. I contacted my instructor outside of class time when I needed help.
  4. I spent \_\_\_\_\_ hours per week studying and/or preparing for this class (not including class time).
  5. I missed \_\_\_\_\_ assignments.
  6. I believe I will receive a grade of \_\_\_\_\_ in this class.
- II. **About the instruction** (for questions 7-15, response options include: Strongly Agree, Agree, Disagree, Strongly Disagree; questions 16 and 17 are open-ended)
7. The course helped me to improve my understanding of and/ or skills in the subject.
  8. My professor is helpful when I have questions or need help.
  9. My professor gives feedback/returns assignments (tests, written assignments, quizzes, lab reports, etc.) in time for me to improve for future assignments.
  10. My professor created a positive academic environment where I was comfortable to ask questions.
  11. The tests, written assignments, homework, observations, etc., reflected the course content.
  12. The course materials (textbooks, online websites, lecture notes, handouts, etc.) were helpful.
  13. The course activities (assignments, labs, projects, etc.) helped me learn.
  14. My professor was knowledgeable about the subject matter.
  15. The grading criteria and instructor's policies were provided.
  16. What is educationally the most beneficial about this class?
  17. What additional comments or suggestions would you like to provide?

### 3 RESPONSE RATES

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Florida SouthWestern's SOS for spring 2018 was open for concurrent (offsite dual enrollment) courses from April 2-20, 2018. Concurrent dual enrollment evaluations exhibit a response rate of 17.8%, down from 36.4% in spring 2017 (although in 2017 sample size was limited). A time-lapse of survey responses is shown in Figure 1 to illustrate responses over the course of the evaluation window. Included in the figure is the time-lapse of responses from the rest of the survey population (courses offered onsite at FSW).

There are two distinct differences between the concurrent sections (aqua) and all other courses (purple) at FSW in terms of the time-lapse of responses. The first is with respect to the reminder emails sent by the Office of Academic Assessment. Reminder emails were sent on April 2, 11, 18, and 20. The percentage of responses on or within one day of those emails for concurrent course sections is 40%. By comparison, the percentage for all other course sections on those dates is 52%. In other words, it can be reasonably interpreted that reminder emails are not as influential to response rates for concurrent sections when compared with the rest of the College.

There are several possibly causes for this difference. It could be that emails are not as effective in eliciting survey responses for concurrent sections. On the other hand, it could also be that instructor interaction is more effective for concurrent sections. Both possibilities can yield this outcome.

The other distinct difference between concurrent section response and all other courses is with respect to initial response time. For concurrent sections, 42% of all responses occur in the first five days of the 19-day survey period. By comparison, only 25% of all responses occur during that same period for all other course sections.

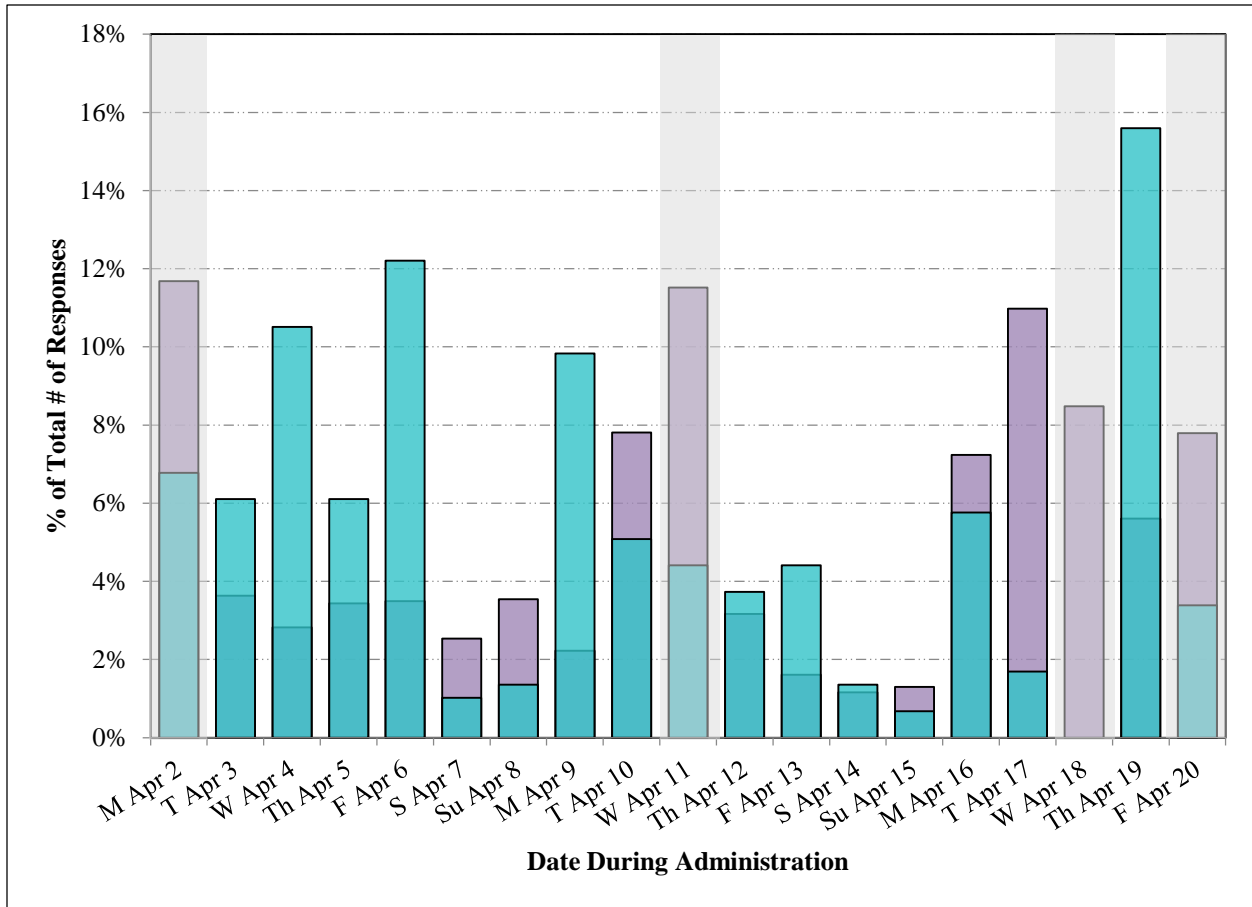


Figure 1. Comparison of percentage of total respondents by date over the SOS evaluation period of April 2-20, 2018 for Concurrent Dual Enrollment (Aqua) and all other courses (Purple). Grayed dates denote days in which Office of Academic Assessment issued a reminder email to students to take the evaluation.

## 4 EVALUATION RESULTS

While the data are interval-level measurements (i.e. Likert-type ratings) and are therefore categorical and ordinal in nature (Sullivan, 2014), typically a review of the median or mode is more satisfactory for interpreting the most common feeling in survey response as opposed to a standard parametric approach (Jamieson, 2004). However, a review of the means yields information relating to the standard deviation, and indirectly, the skewness and kurtosis of the data (Siegel, 1956). Therefore, a study of means is valuable as the goal is to study distribution patterns among the cohort as opposed to reviewing the most common feeling among respondents. Moreover, the results are not intended to be interpreted using the Likert-type rating definitions (e.g. very effective, effective, etc.), but instead are designed to evaluate shifts in the collective survey responses. For conversion to a parametric analysis,

the Likert-type ratings were interpolated to integer form as defined by the SOS tool (4-Strongly Agree, 3-Agree, 2-Disagree, and 1-Strongly Disagree).

Responses to course evaluation questions from the SOS (Questions 7 through 15) are shown below in Figure 2. For a more thorough review of the content of the SOS, the reader is directed to review full reports found at <https://www.fsw.edu/facultystaff/assessment/history>. Question 14, “My professor was knowledgeable about the subject matter” exhibits 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. All questions exhibit positive response rates of 90% or higher.

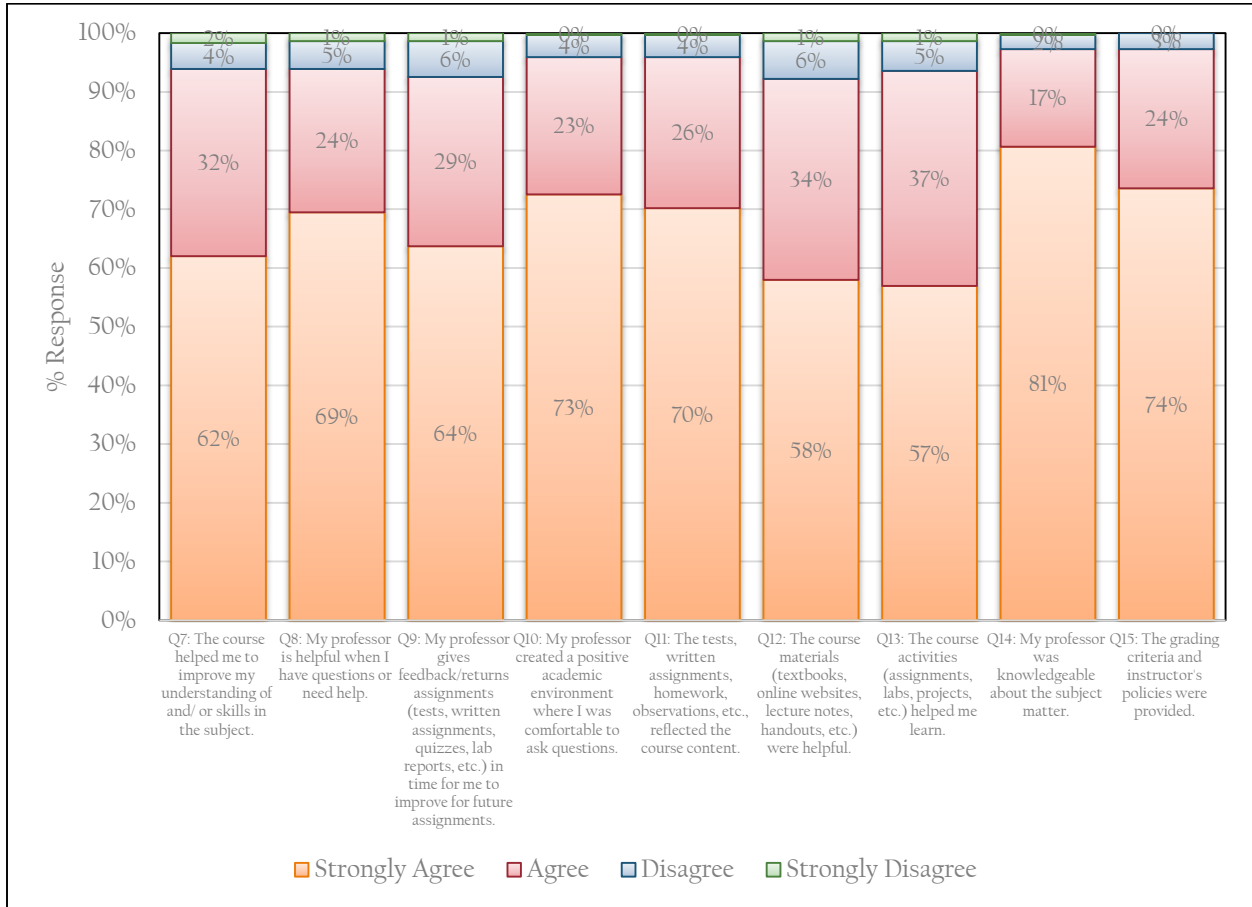


Figure 2. Responses to course evaluation questions for Concurrent (dual enrollment) courses.

A comparison to College-Wide results is shown in Figures 3. Responses originating from concurrent course sections exhibit a higher positive response rate in all questions compared to College-wide. None of the results are statistically significantly different.

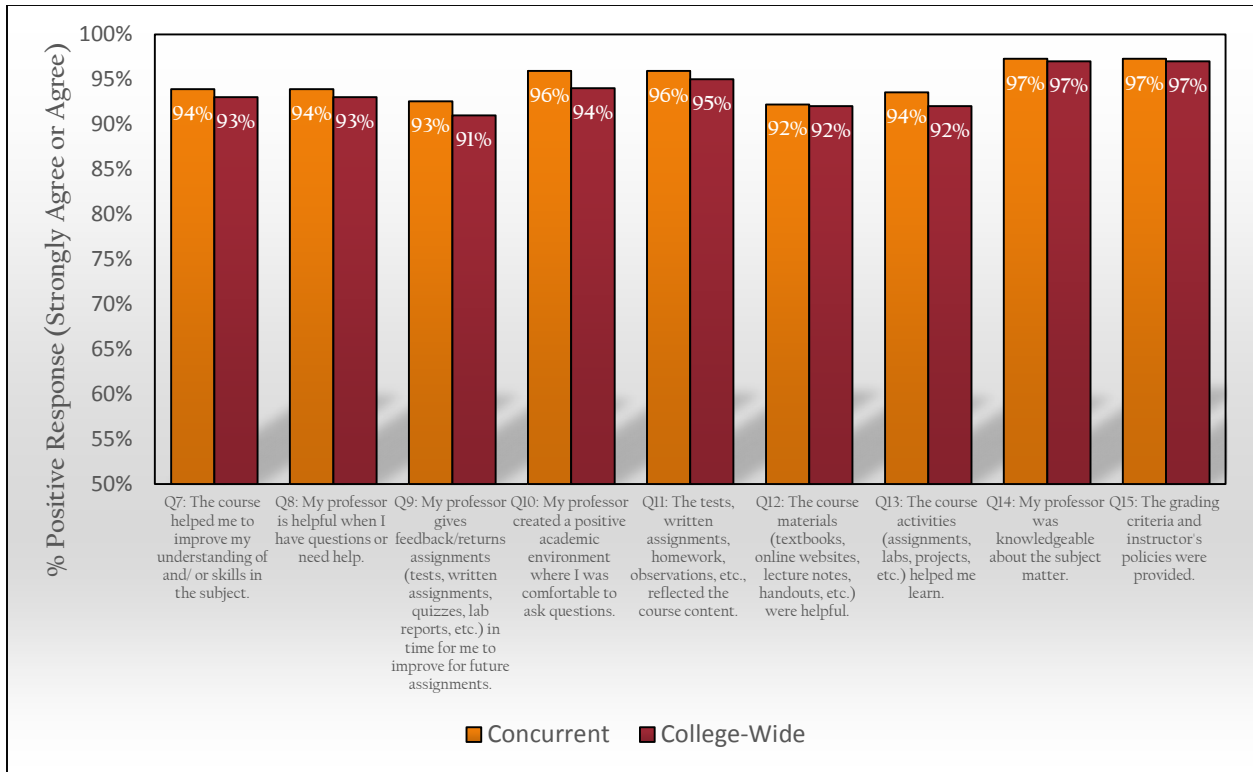


Figure 3. Comparison of positive responses ("Strongly Agree" and "Agree") to course evaluation questions for Concurrent (dual enrollment) compared with College-wide.

A comparison of average positive response rate ("Strongly Agree" or "Agree") by district (or site) is shown in Figure 4. Charlotte exhibits the highest positive response rate at 100% (n=49). Collier and Lee exhibit similar positive response rates at 88% and 85%, respectively. While both the Hendry Clewiston Center and Hendry/La Belle responses are lower still, both have limited sample size (n=6 and n=4, respectively) limiting interpretation.

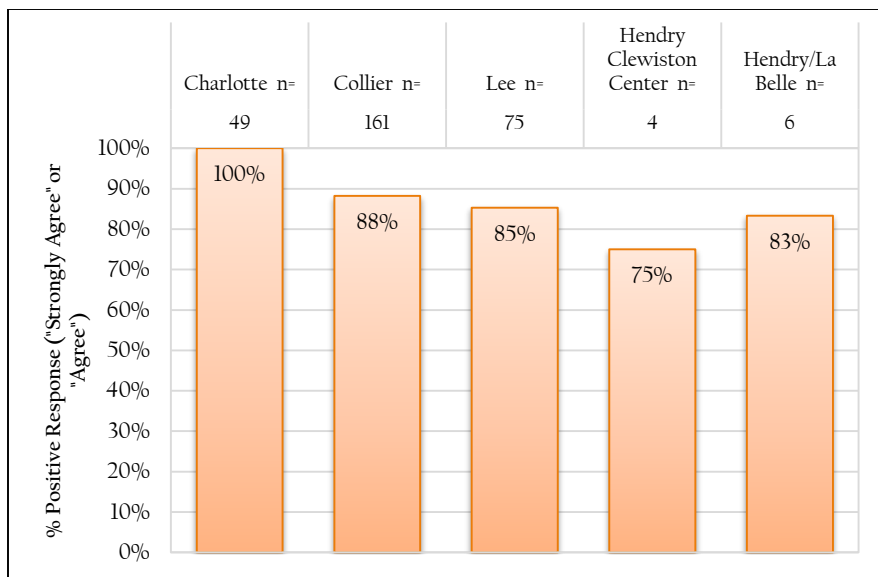


Figure 4. Comparison of overall (average of Q7-15) positive response ("Strongly Agree" or "Agree") by district or site.

A comparison of positive response rate (“Strongly Agree” or “Agree”) of each question by district (or site) is shown in Figure 5. Both the Hendry/Clewiston Center and Hendry/La Belle Center are excluded here due to small sample size at n=4, and n=6, respectively. Charlotte exhibits a positive response rate of 100% in all questions. Collier exhibits the second highest positive response rates in 8 of 9 questions. Lee exhibits the second highest in 1 of 9 questions. Differences between Charlotte and Collier are statistically significantly different for questions 8, 9, 12, and 13. Differences between Charlotte and Lee are statistically significantly different for questions 7, 9, 12, and 13). All significance testing was done using a  $\chi^2$  test for independence according to standard methods (Davis, 1973; McDonald, 2009; Wilkinson, 1999).

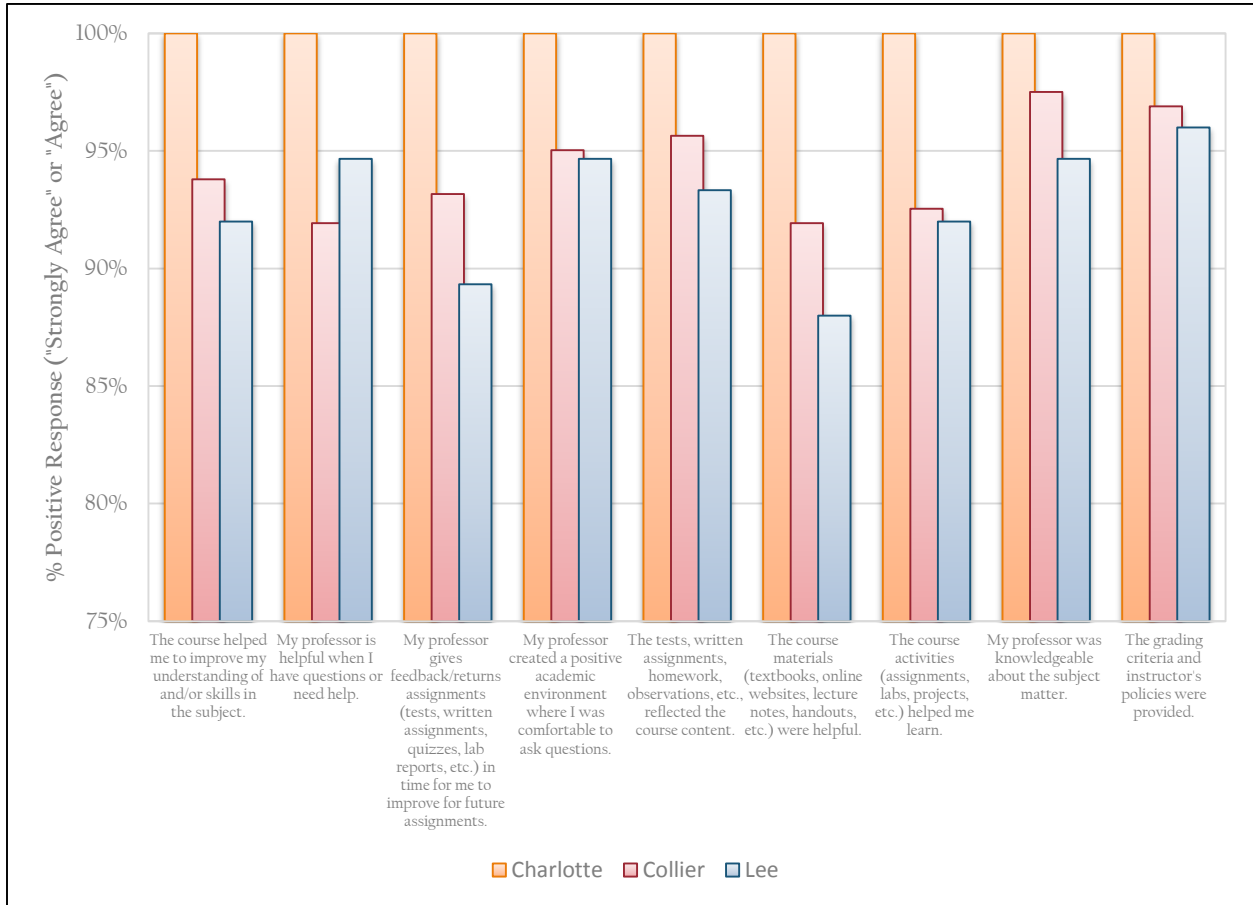


Figure 5. Comparison of positive responses (“Strongly Agree” and “Agree”) by site for each survey question (Q7-15). \*Both the Hendry/Clewiston Center and Hendry/La Belle Center are excluded here due to small sample size at n=4, and n=6, respectively.

## 5 CONCLUSIONS

Florida SouthWestern State College’s adoption of the new Student Opinion Survey (SOS) replaces the Student Evaluation of Instruction (SEI) which was administered AY 2015-2016. The SEI itself was a replacement for the Student Instructional Report 2<sup>nd</sup> Generation (SIR II). Like the SEI, the SOS is accessed online and allows for rapid turnaround of results for faculty. The Accelerated Learning Program at FSW conducts an independent review of the results of the course evaluative questions (Questions 7-15) disaggregated by district. This report details results of a Dual Enrollment (Concurrent)

specific study of the SOS focusing on all courses offered offsite from FSW campus/center locations for the spring 2018.

A drill-down of results are as follows:

1. In a study of response rates, there are two distinct differences between the concurrent sections and all other courses at FSW in terms of the time-lapse of responses.
  - a. The first is with respect to the reminder emails sent by the Office of Academic Assessment. The percentage of responses on or within one day of those emails for concurrent course sections is 40%. By comparison, the percentage for all other course sections on those dates is 52%. There are several possibly causes for this difference. It could be that emails are not as effective in eliciting survey responses for concurrent sections. On the other hand, it could also be that instructor interaction is more effective for concurrent sections. Both possibilities can yield this outcome.
  - b. The other difference is with respect to initial response time. For concurrent sections, 42% of all responses occur in the first five days of the survey period. By comparison, only 25% of all responses occur during that same period for all other course sections.
2. In a study comparing responses by question for all concurrent sections, question 14, “My professor was knowledgeable about the subject matter” exhibits the highest percentage of respondents reporting “Strongly Agree” at 81%. All questions exhibit positive response rates of 90% or higher.
3. In a study comparing concurrent sections to College-wide, concurrent sections exhibit a higher positive response rate in all questions compared to College-wide. None of the results are statistically significantly different.
4. In a comparison of average positive response rate (“Strongly Agree” or “Agree”) by district (or site), Charlotte exhibits the highest positive response rate at 100% (n=49). Collier and Lee exhibit similar positive response rates at 88% and 85%, respectively. While both the Hendry Clewiston Center and Hendry/La Belle responses are lower still, both have limited sample size (n=6 and n=4, respectively) limiting interpretation.
5. In a comparison of positive response rate (“Strongly Agree” or “Agree”) of each question by district (or site), Charlotte exhibits a positive response rate of 100% in all questions. Collier exhibits the second highest positive response rates in 8 of 9 questions. Lee exhibits the second highest in 1 of 9 questions. Differences between Charlotte and Collier are statistically significantly different for questions 8, 9, 12, and 13. Differences between Charlotte and Lee are statistically significantly different for questions 7, 9, 12, and 13).

## 6 REFERENCES

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