

# Student Opinion Survey (SOS) Special Report

## School of Education

### Fall 2017

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## 1 INTRODUCTION

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Florida SouthWestern State College's adopted the Student Opinion Survey (SOS) in AY 2016-2017. The SOS was a replacement for 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 17-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 School of Education conducts an independent review of the results of the course evaluative questions (Questions 7-15) disaggregated by program. This report details results of a School of Education specific study of the SOS focusing on the Childhood Education Program, the Elementary Education Program, and Lower Division courses for the fall 2017 term.

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

## 2 RESPONSE RATES

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Florida SouthWestern's SOS for fall 2017 was open from Nov. 13-30, 2017 college-wide for the full and B-term courses and Sept. 13-Sep. 22 for the A-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%. See Figure 1 for a graphic representation. Response rates disaggregated by modality are shown in Figure 2. 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%).

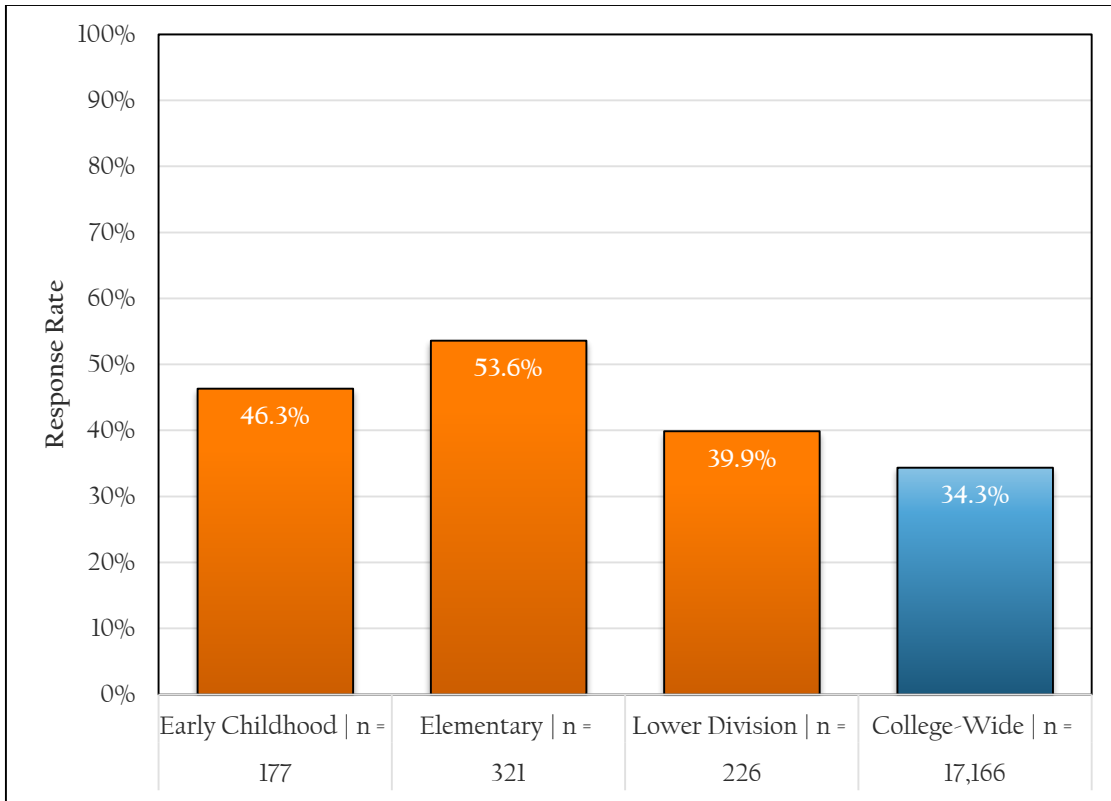


Figure 1. Response rates for SOS by program.

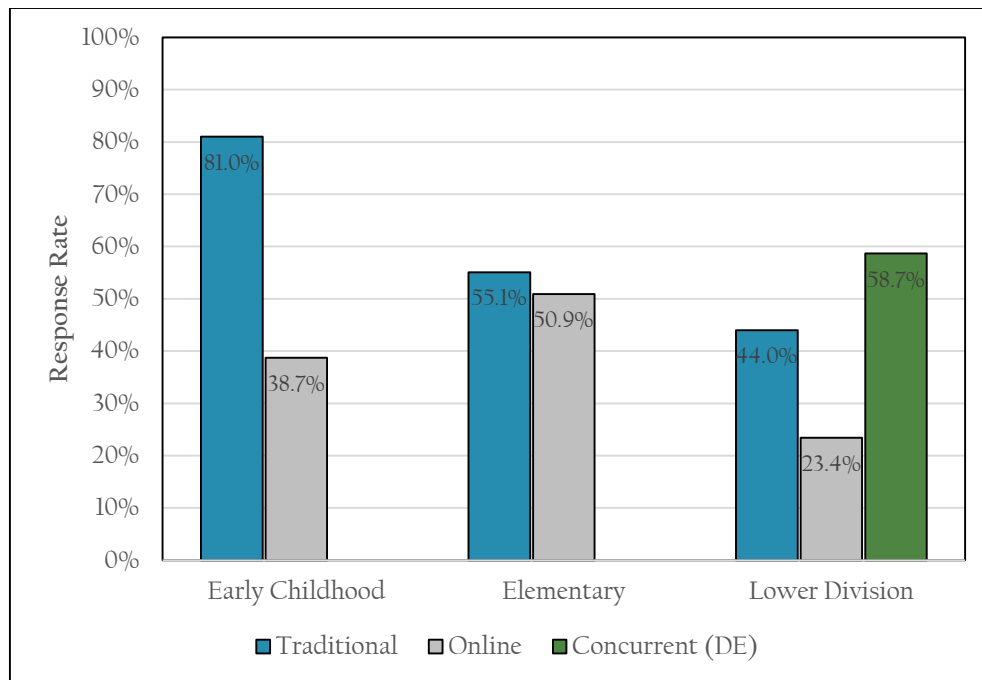


Figure 2. Response rates for SOS evaluation by course modality. Enrollment: Early Childhood (Traditional 79, Online 292, Concurrent 11), Elementary (Traditional 383, Online 216, Concurrent 0), Lower Division (Traditional 275, Online 188, Concurrent 104). \*Note that there are no concurrent sections for Early Childhood Education or Elementary Education.

### 3 EVALUATION RESULTS

Responses to course evaluation questions from the SOS (Questions 7 through 15) are shown below in Figure 3. 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. A comparison to College-Wide results is shown in Figures 4.

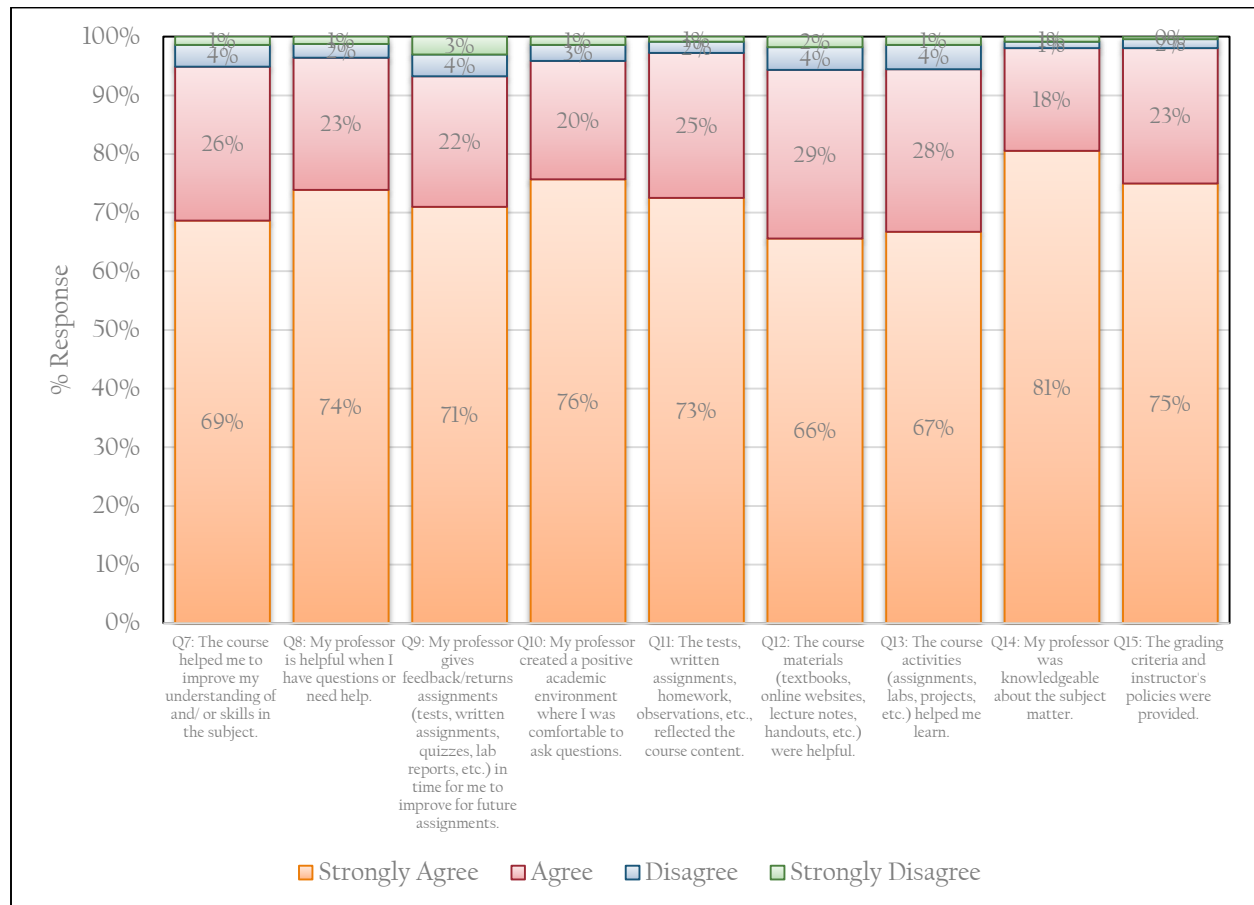


Figure 3. Responses to course evaluation questions for School of Education courses.

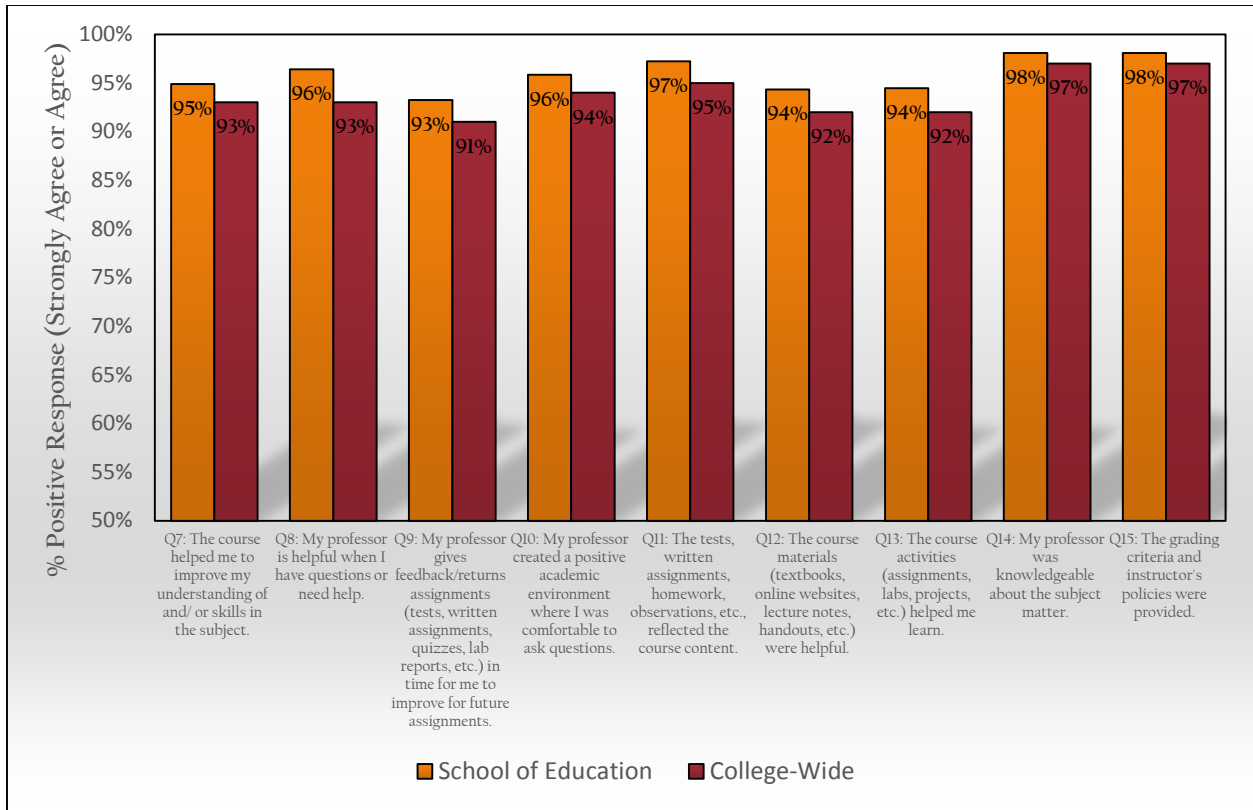


Figure 4. Responses to course evaluation questions for School of Education compared with College-wide.

Responses to course evaluation questions by program (Early Childhood Education, Elementary Education, and Lower Division) are shown in Figure 5. 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.

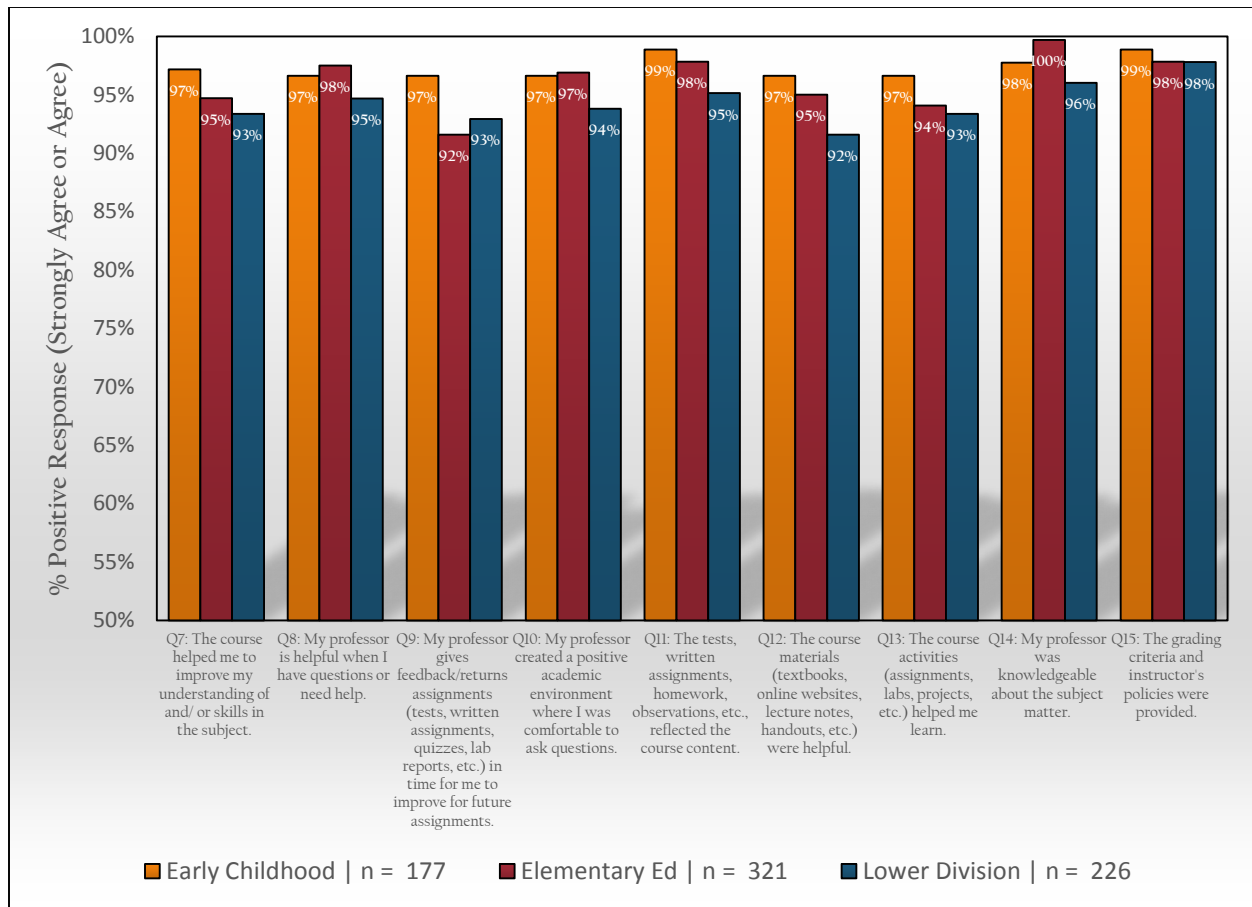


Figure 5. Responses to course evaluation questions for School of Education courses by program.

Responses to course evaluation questions by modality (Traditional, Online, and Concurrent {dual enrollment}) are shown in Figure 6. As with disaggregation by program, no question exhibits substantially different positive response percentages from other questions, or other modalities. The largest disparity exists with Question 11 “The tests, written assignments, homework observations, etc., reflected the course content.” Here, positive responses are 98% for traditional course sections, 97% for online sections, and 93% for concurrent (dual enrollment) sections.

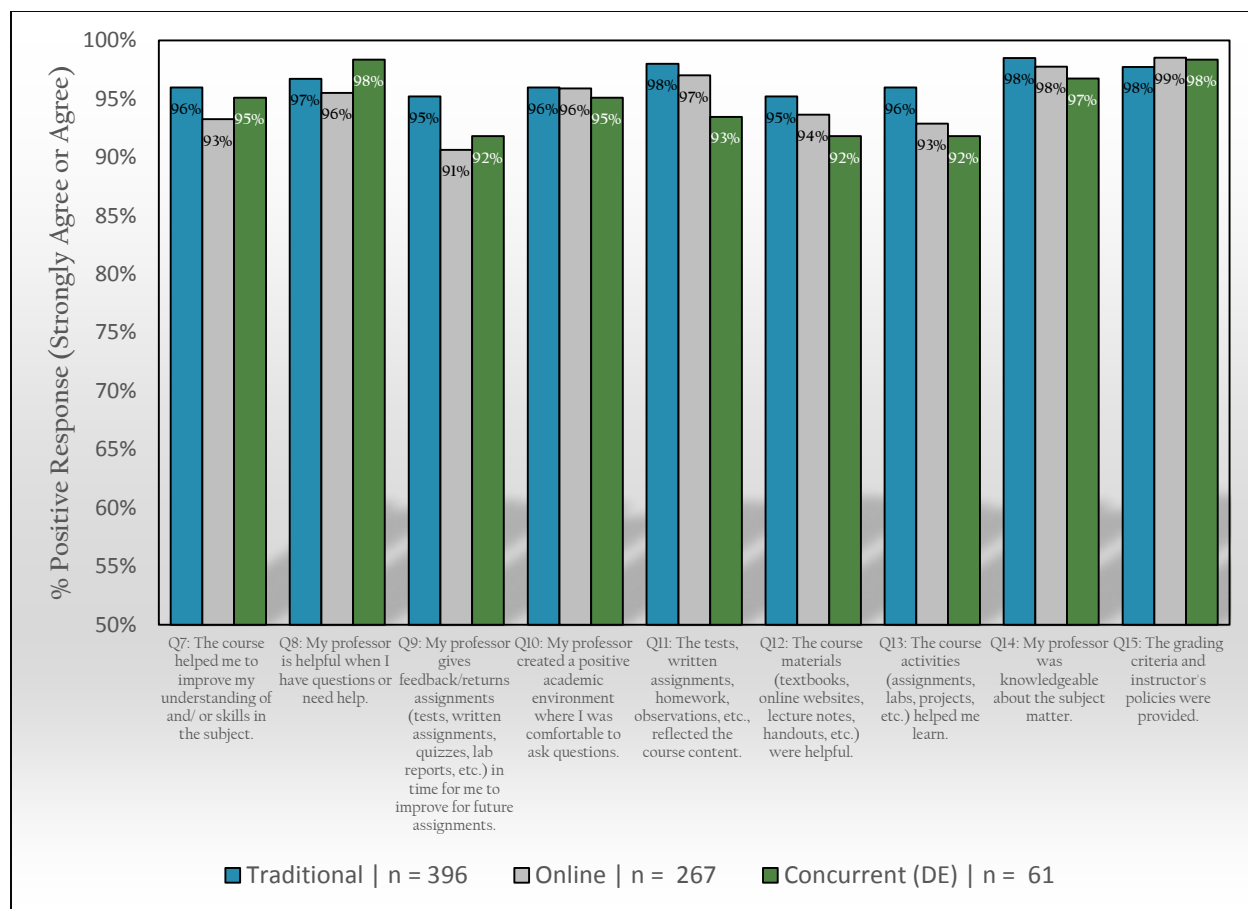


Figure 6. Responses to course evaluation questions for School of Education courses by modality.

## 4 CONCLUSIONS

Florida SouthWestern State College’s adoption of the new Student Opinion Survey (SOS) was a replacement for 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 School of Education conducts an independent review of the results of the course evaluative questions (Questions 7-15) disaggregated by program. This report details results of a School of Education specific study of the SOS focusing on the Childhood Education Program, the Elementary Education Program, and Lower Division courses for the fall 2017 term.

A drill-down of results are as follows:

1. In a study of response rates, 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%).

2. In a study of course evaluation questions (questions 7-15), 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.
3. In a study of 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.
4. In a study of course evaluation questions by modality (Traditional, Online, and Concurrent {dual enrollment}), again, no question exhibits substantially different positive response percentages from other questions, or other modalities. The largest disparity exists with Question 11 “The tests, written assignments, homework observations, etc., reflected the course content.” Here, positive responses are 98% for traditional course sections, 97% for online sections, and 93% for concurrent (dual enrollment) sections.

## 5 REFERENCES

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- Layne, B.H., DiCristoforo, J.R., and McGinty, D. 1999. Electronic vs. traditional student ratings of instruction, *Research in Higher Education*, 40(2), 221-232.
- Simpson, P.M., and Siguaw, J. 2000. Student evaluations on teaching: an exploratory study of the faculty response. *Journal of Marketing Education*, 22(3), 1999-213.