

Student Opinion Survey (SOS) Special Report

School of Education

Spring 2018

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1 INTRODUCTION

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 2nd 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 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 spring 2018 term.

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; x16965).

2 RESPONSE RATES

Florida SouthWestern's SOS for spring 2018 was open for all School of Health Professions courses, School of Education courses, concurrent (offsite dual enrollment) courses, and all SLS 1515 *Cornerstone Experience* courses from April 2-20, 2018 for full and B-term courses and Feb. 7-15, 2018 for the A-term courses. The evaluation incorporated 421 Early Childhood Education potential survey respondents, 513 Elementary Education potential respondents, and 536 Lower Division potential respondents. The response rate for Early Childhood Education is 45%, down from 46% in fall 2017. The response rate for Elementary Education is 35%, down substantially from 54% in fall 2017. And the response rate of the Lower Division courses is 20%, down from 40% in fall 2017. 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 all programs/divisions, with Early Childhood Education at 65%, Elementary Education at 40%, and the Lower Division at 25%.

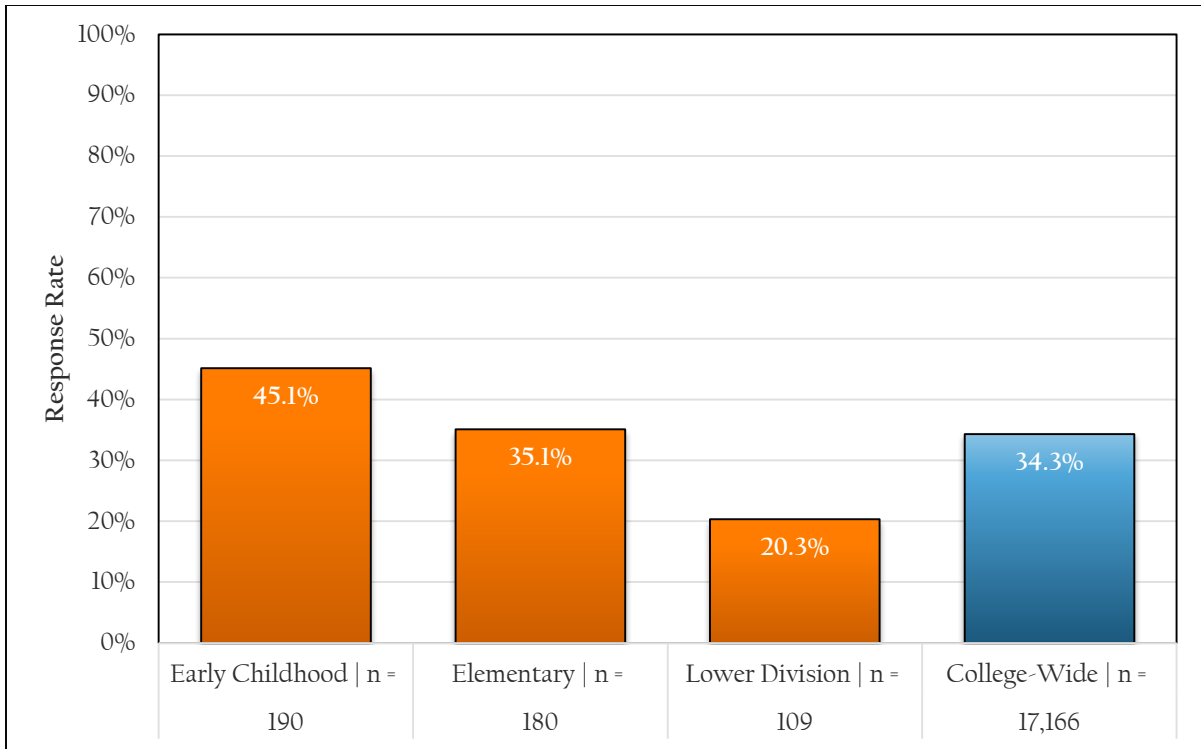


Figure 1. Response rates for SOS by program. *Note that College-Wide refers to Fall 2017 response rates as SOS is only administered College-wide during fall terms.

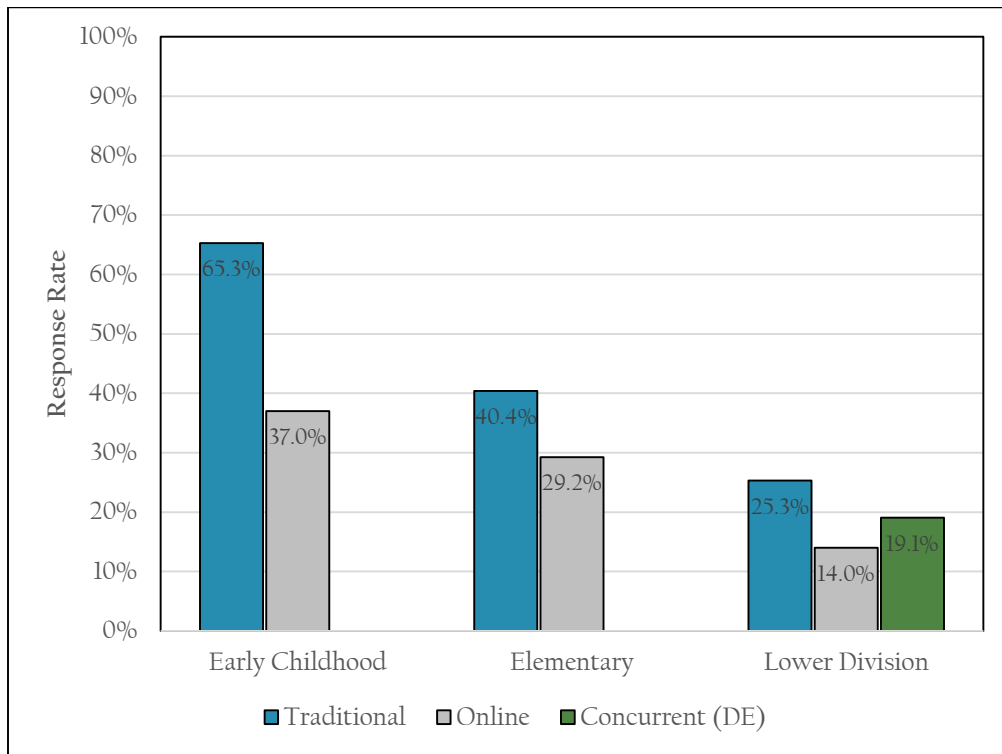


Figure 2. Response rates for SOS evaluation by course modality. Enrollment: Early Childhood (Traditional 121, Online 300, Concurrent 0), Elementary (Traditional 270, Online 243, Concurrent 0), Lower Division (Traditional 295, Online 110, Concurrent 131). *Note that there are no concurrent sections for Early Childhood Education or Elementary Education.

3 EVALUATION RESULTS

3.1 CURRENT 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%, the same as fall 2017. 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.

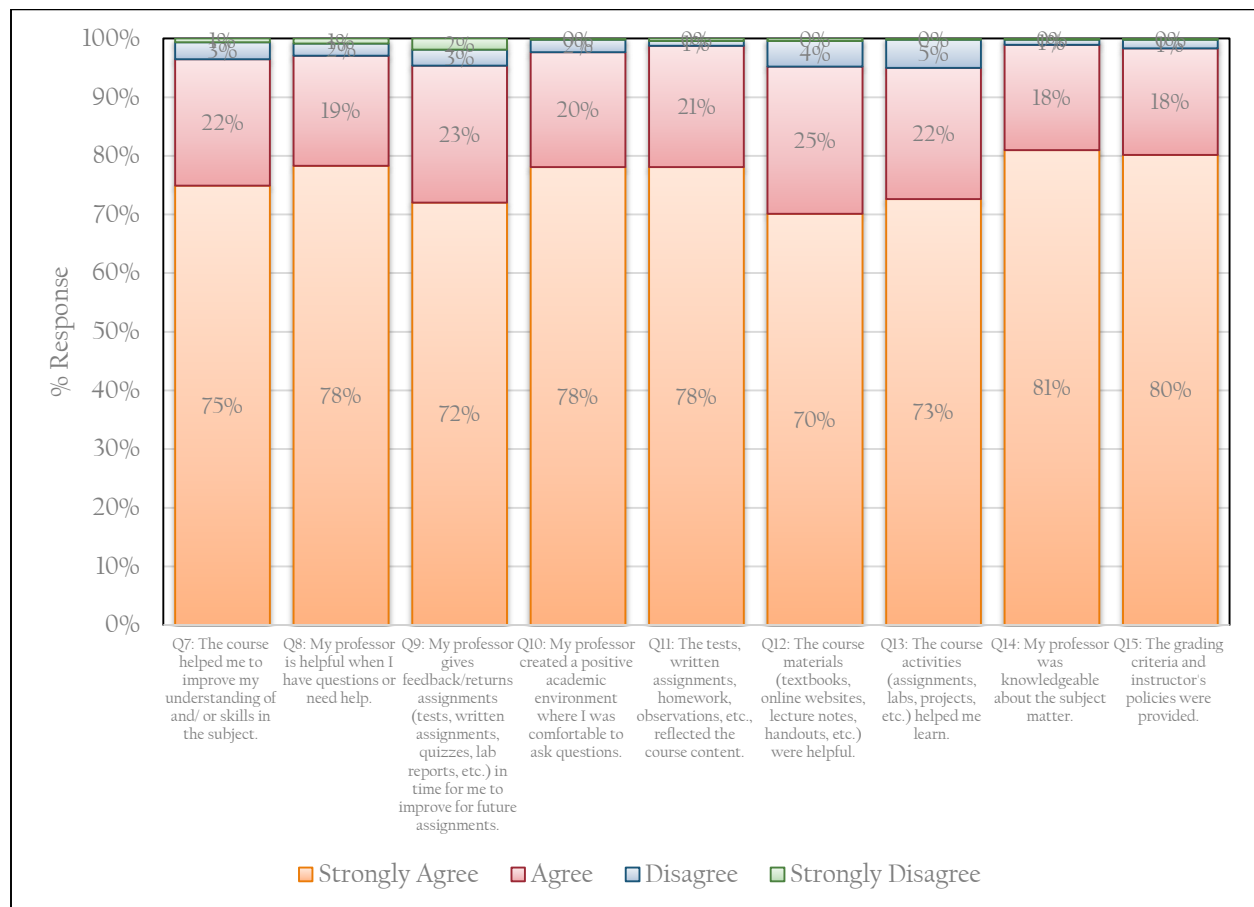


Figure 3. Responses to course evaluation questions for School of Education courses.

A comparison to College-Wide results is shown in Figures 3. Results of positive response rates (“Strongly Agree” and “Agree”) for the School of Education are universally higher than College-wide results. The largest difference exists with Question 11, “The tests, written assignments, homework, observations, etc., reflected the course content,” where 99% of the School of Education report positively compared with 95% College-wide. Note that spring 2018 School of Education results are compared with fall 2017 College-wide results as SOS is only administered College-wide during fall terms.

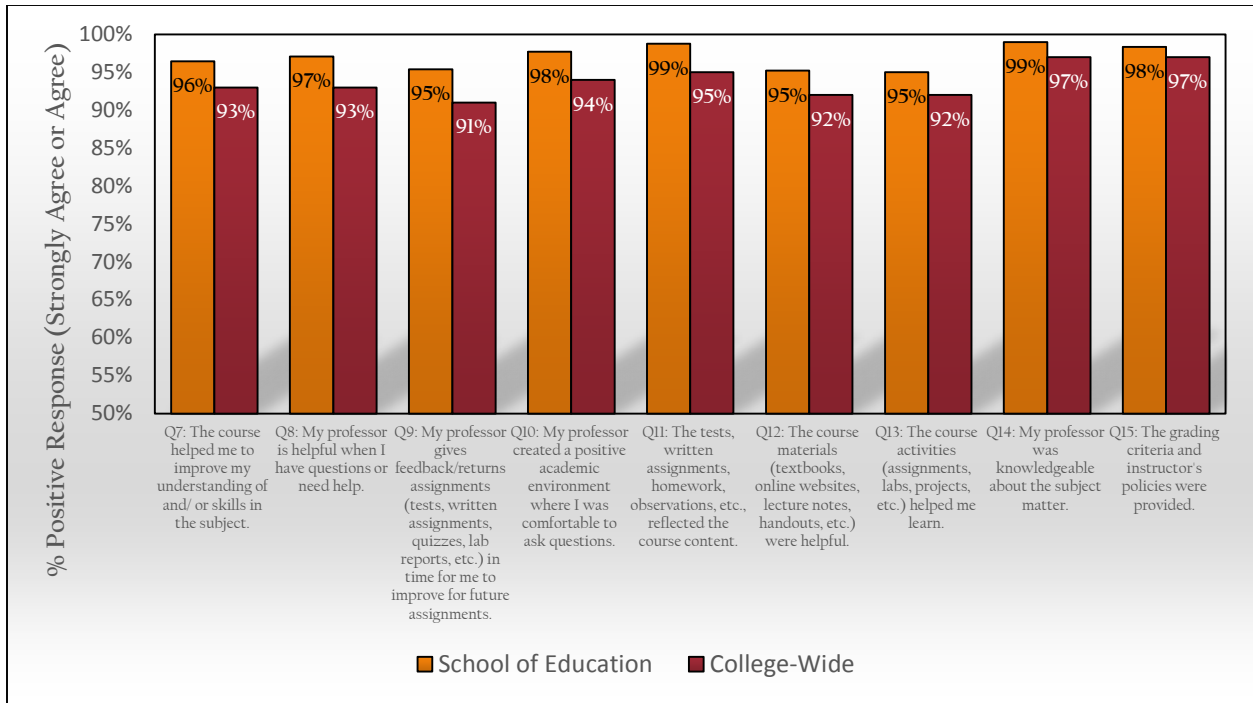


Figure 4. Responses to course evaluation questions for School of Education compared with College-wide. *Note that College-Wide refers to Fall 2017 response rates as SOS is only administered College-wide during fall terms.

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 in positive response is a difference in 5%, occurring in Questions 8 and 10.

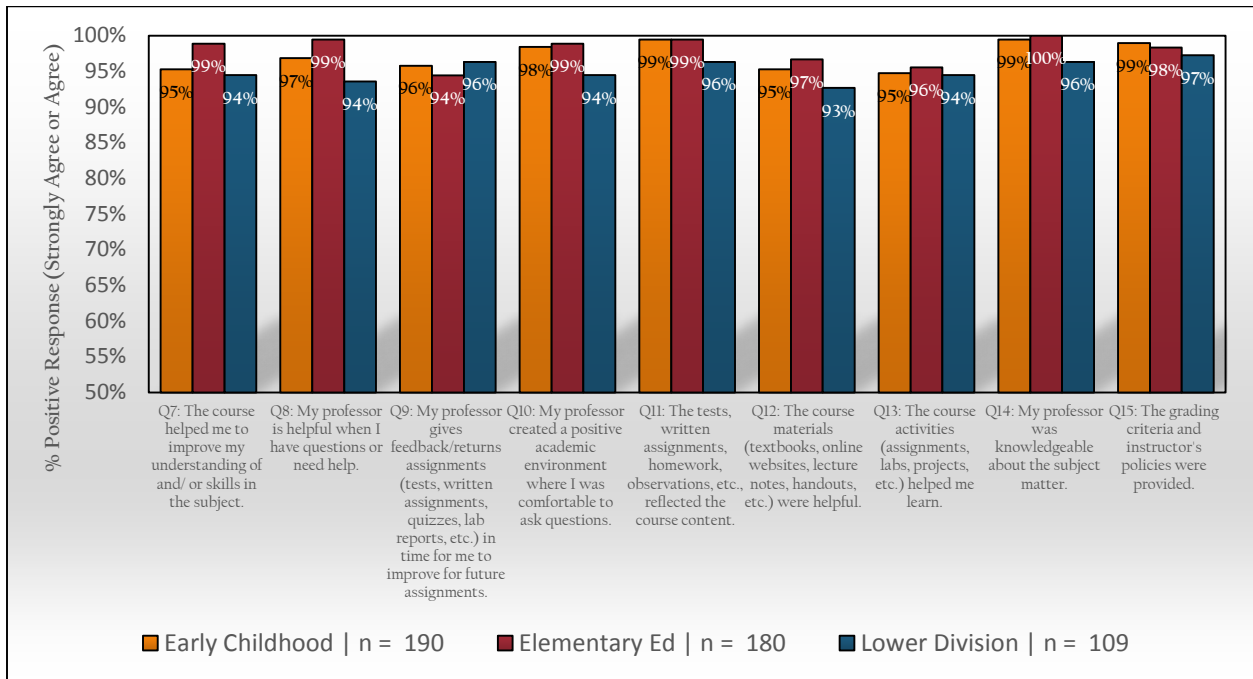


Figure 5. Responses to course evaluation questions for School of Education courses by program.

Responses to course evaluation questions by modality (Traditional, Online, and Concurrent {dual enrollment}) are shown in Figure 6. Questions 9 and 14 exhibit the largest differences across modalities. In Question 9, concurrent (dual enrollment) exhibits a 100% positive response rate compared with 98% for traditional and only 92% for online. Additionally, question 14 exhibits nearly 100% for online compared with 99% for traditional and 92% for concurrent (dual enrollment).

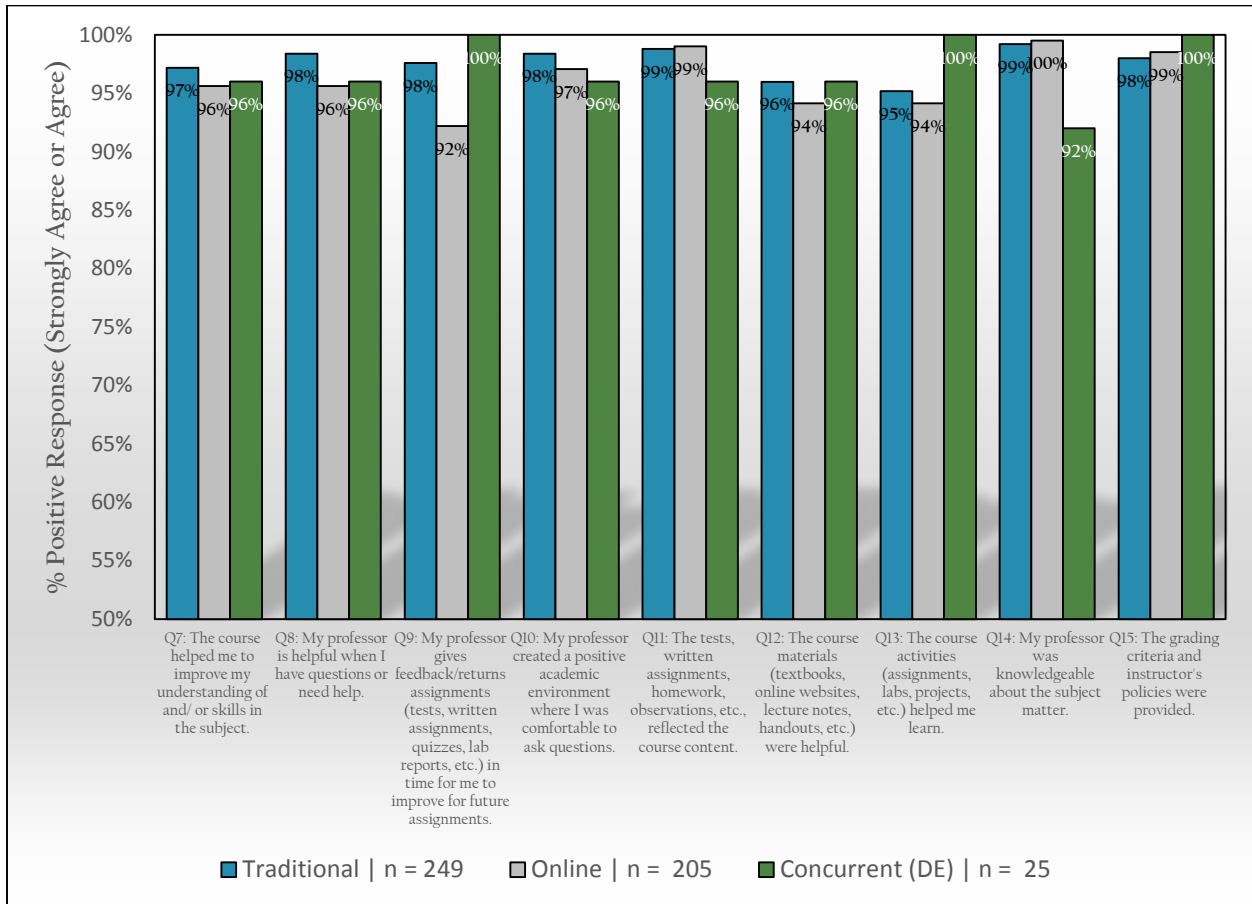


Figure 6. Responses to course evaluation questions for School of Education courses by modality.

3.2 LONGITUDINAL STUDY

A comparison of positive response rates by question over time is shown in Figure 7. No question exhibits differences over time of greater than 3%. The largest difference is for question 9, where spring 2018 exhibits approximately 94.4% compared with 93.0% for fall 2017.

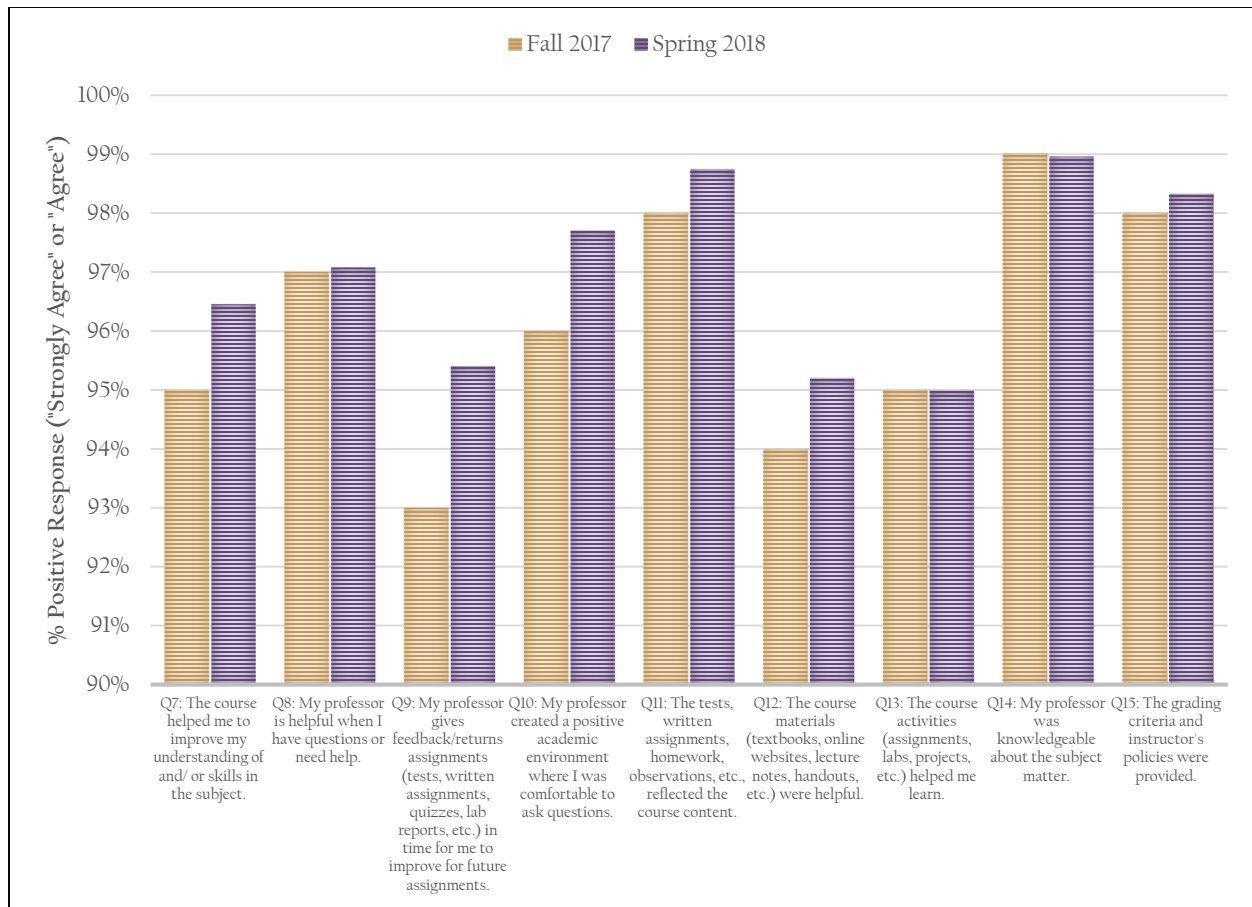


Figure 7. Comparison of percentage of positive response rates ("Strongly Agree" or "Agree") over time.

4 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 2nd 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 and 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 spring 2018 term.

A drill-down of results are as follows:

1. In a study of response rates, the response rate for Early Childhood Education is 45%, down from 46% in fall 2017. The response rate for Elementary Education is 35%, down substantially from 54% in fall 2017. And the response rate of the Lower Division courses is 20%, down from 40% in fall 2017.
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%, the same as fall 2017.

3. In a study comparing the School of Education results with College-wide results, the School of Education are universally higher than College-wide results. The largest difference exists with Question 11, "The tests, written assignments, homework, observations, etc., reflected the course content," where 99% of the School of Education report positively compared with 95% College-wide. Note that spring 2018 School of Education results are compared with fall 2017 College-wide results as SOS is only administered College-wide during fall terms.
4. 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 in positive response is a difference in 5%, occurring in Questions 8 and 10.
5. In a study of course evaluation questions by modality (Traditional, Online, and Concurrent {dual enrollment}), questions 9 and 14 exhibit the largest differences across modalities. In Question 9, concurrent (dual enrollment) exhibits a 100% positive response rate compared with 98% for traditional and only 92% for online. Additionally, question 14 exhibits nearly 100% for online compared with 99% for traditional and 92% for concurrent (dual enrollment).

5 REFERENCES

- 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), 199-213.