

Student Opinion Survey (SOS)

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). This report details results of a select evaluation conducted during the spring 2018 term encompassing all School of Health Professions courses, School of Education courses, concurrent (offsite dual enrollment) courses, and all SLS 1515 *Cornerstone Experience* courses. Current FSW procedure provides for a college-wide survey completed in the fall term and a limited survey during spring and summer terms.

The SOS consists of 17 questions. The first six questions ask students to self-report areas regarding their disposition (see question list in Section 2 below). 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. 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, Academic Affairs (Joseph.VanGaalens@fsw.edu; x16965).

2 THE SURVEY

- 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 COLLEGE-WIDE 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 8,233 potential survey respondents (each student receives one survey for each surveyed course enrolled) and 3,189 surveys were completed for a response rate of 38.7%. A time-lapse of survey responses for the Full/B term is shown in Figure 1 to illustrate responses over the course of the evaluation window.

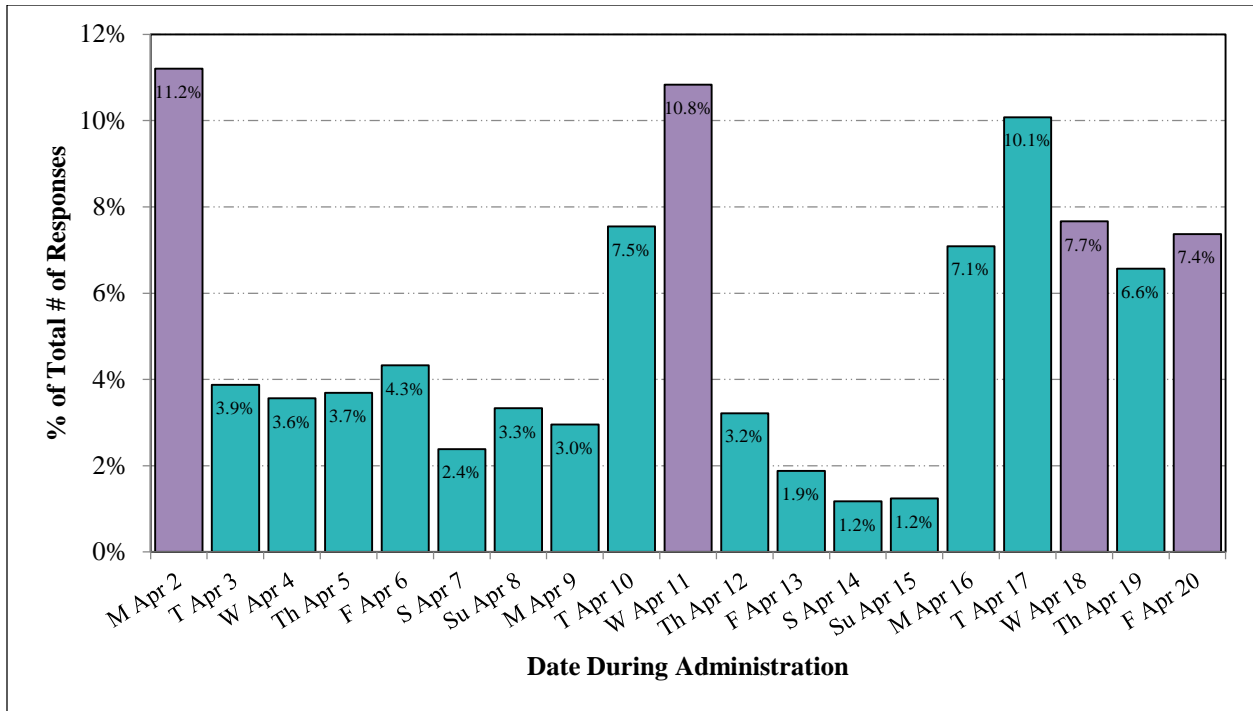


Figure 1. Percentage of total respondents by date over the Full/B SOS evaluation period of April 2-20, 2018. Purple bars denote days in which Office of Academic Assessment issued a reminder email to students to take the evaluation.

Response rates by course modality are shown in Figure 2. Traditional course evaluations exhibit a 48.1% response rate, up from 40.2% in spring 2017. Online course evaluations exhibit a 30.8% response rate, up from 22.3% in spring 2017. 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).

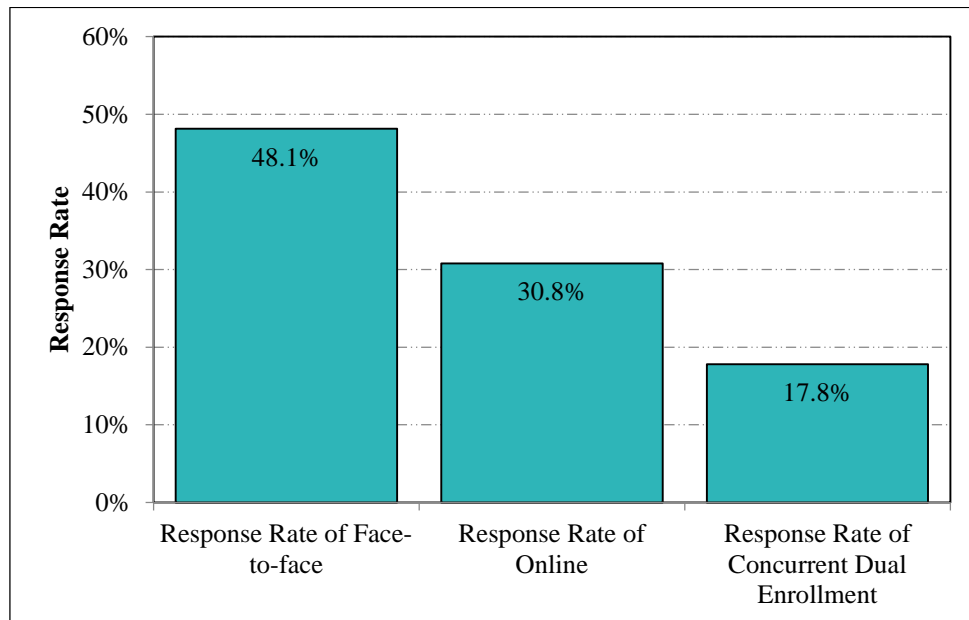


Figure 2. Response rates for SOS evaluation by course modality.

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).

4.1 SELF-REPORT ITEMS (QUESTIONS 1-6)

The first six questions of the SOS are of a self-report nature asking students to reflect on areas of their behavior and expected grade in the course (see Section 2 above for question specifics). Results for Questions 1 through 3, and 5, in which responses are “Never”, “1 time”, “2 times”, “3 times”, and “4 or more” are shown in Figure 3.

Question 1 exhibits 69% of students surveyed report never having missed class, 17 percentage points higher than the College-wide survey in fall 2017. Question 2 exhibits 97% of students reporting completing assignments on time 4 or more times, which is two percentage points higher than the College-wide survey in fall 2017. However, a statistic of this nature may be misleading as the number of assignments in each class may vary and thus skew results. In question 3, 27% of students responding to the survey report having never contacted the instructor outside of class time for help. This is slightly lower than responses in the 2016 CCSSE survey of gateway course students were asked “...how often do you discuss ideas from readings or classes with instructors outside of class.” In that case, 46% of students reported “Never” (CCSSE, 2016). In question 5, 74% of students responding to the survey reported never missing assignments, slightly higher than the 67% in the College-wide survey of fall 2017.

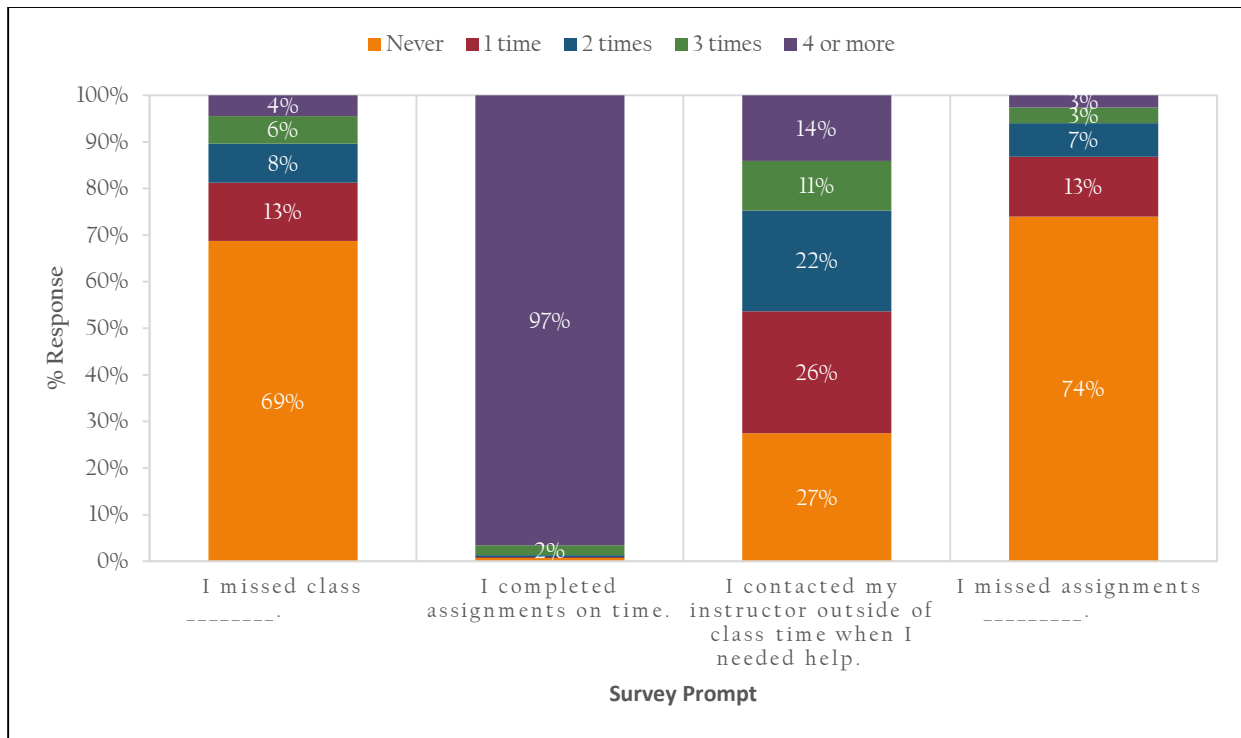


Figure 3. SOS results for Questions 1, 2, 3, and 5 regarding student behavior.

Figure 4 depicts results of question 4 asking students how many hours they spent studying and/or preparing for the class. Of students responding to the survey, 32% report studying “0-3 hours” while an additional 40% report studying 4-8 hours. This is similar to the 36%/46% reported for the College-wide fall 2017 survey.

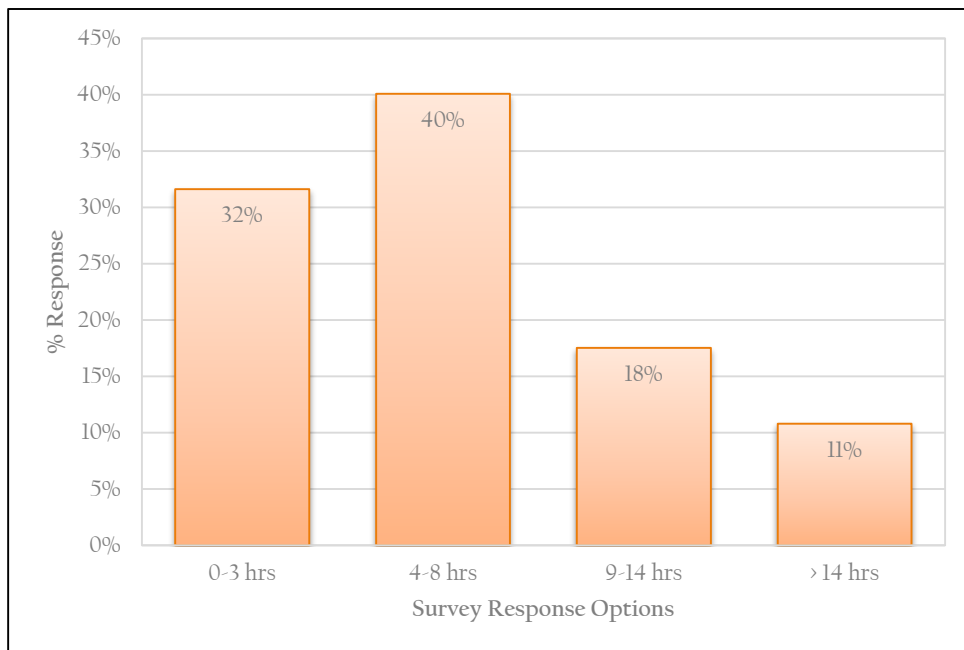


Figure 4. SOS results for Question 5 regarding student behavior: “I spent ___ hours per week studying and/or preparing for this class (not including class time).”

Figure 5 depicts results of question 6 asking students what grade they expect to earn. Of students responding to the survey, 51% report expecting an “A”, while another 33% report expecting a “B.” The remaining 16% report “C”, “D”, “F”, or in some cases reported a “Pass” or “Fail.” These results are similar to the College-wide survey of fall 2017 where 48% expected an “A” and 33% expected a “B.”

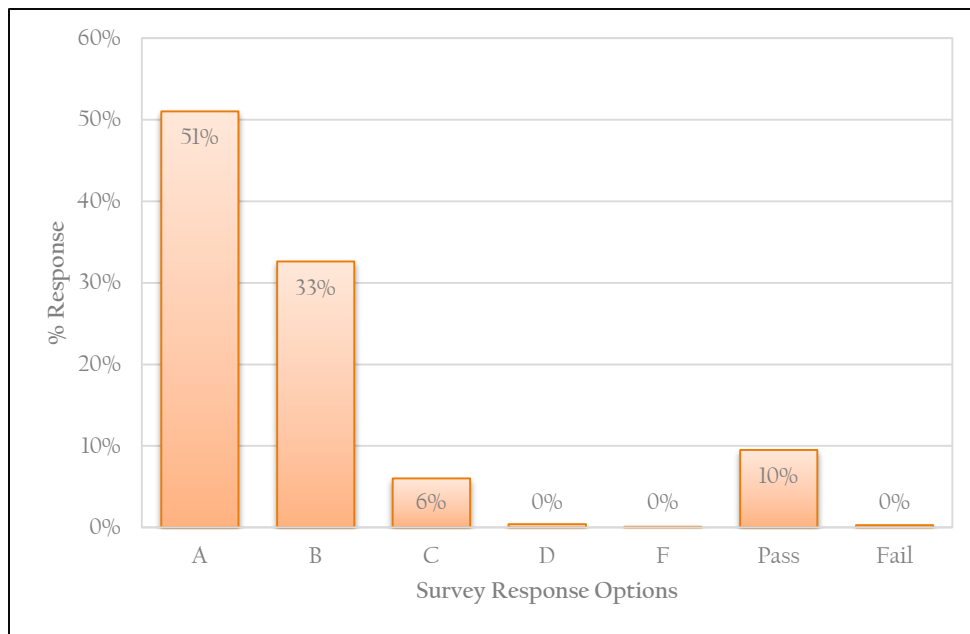


Figure 5. SOS results for Question 5 regarding student grade expectation: “I believe I will receive a grade of _____ in this class.”

4.2 COURSE EVALUATION ORDINAL SCALE ITEMS (QUESTIONS 7-15)

Questions 7 through 15 of the SOS ask students to evaluate the course using an ordinal scale (Strongly Agree, Agree, Disagree, Strongly Disagree). Results by question for traditional, online, and concurrent (dual enrollment) course sections are shown in Table 1. A graphical representation is shown in Figure 6.

| | Traditional <i>n</i> = 2410 | Online <i>n</i> = 484 | Concurrent (Dual Enrollment) <i>n</i> = 295 |
|---|---------------------------------------|---------------------------------|---|
| 7. The course helped me to improve my understanding of and/ or skills in the subject. | 95% | 95% | 94% |
| 8. My professor is helpful when I have questions or need help. | 95% | 94% | 94% |
| 9. My professor gives feedback/returns assignments (tests, written assignments, quizzes, lab reports, etc.) in time for me to improve for future assignments. | 94% | 92% | 93% |
| 10. My professor created a positive academic environment where I was comfortable to ask questions. | 94% | 95% | 96% |
| 11. The tests, written assignments, homework, observations, etc., reflected the course content. | 96% | 98% | 96% |
| 12. The course materials (textbooks, online websites, lecture notes, handouts, etc.) were helpful. | 94% | 94% | 92% |
| 13. The course activities (assignments, labs, projects, etc.) helped me learn. | 92% | 95% | 94% |
| 14. My professor was knowledgeable about the subject matter. | 97% | 99% | 97% |
| 15. The grading criteria and instructor’s policies were provided. | 98% | 98% | 97% |

Table 1. SOS % positive responses (“Strongly Agree” or “Agree”) by modality. Blue shaded cells indicate statistically significantly different results from traditional to online, and red shaded cells indicate statistically significantly different results from traditional to concurrent.

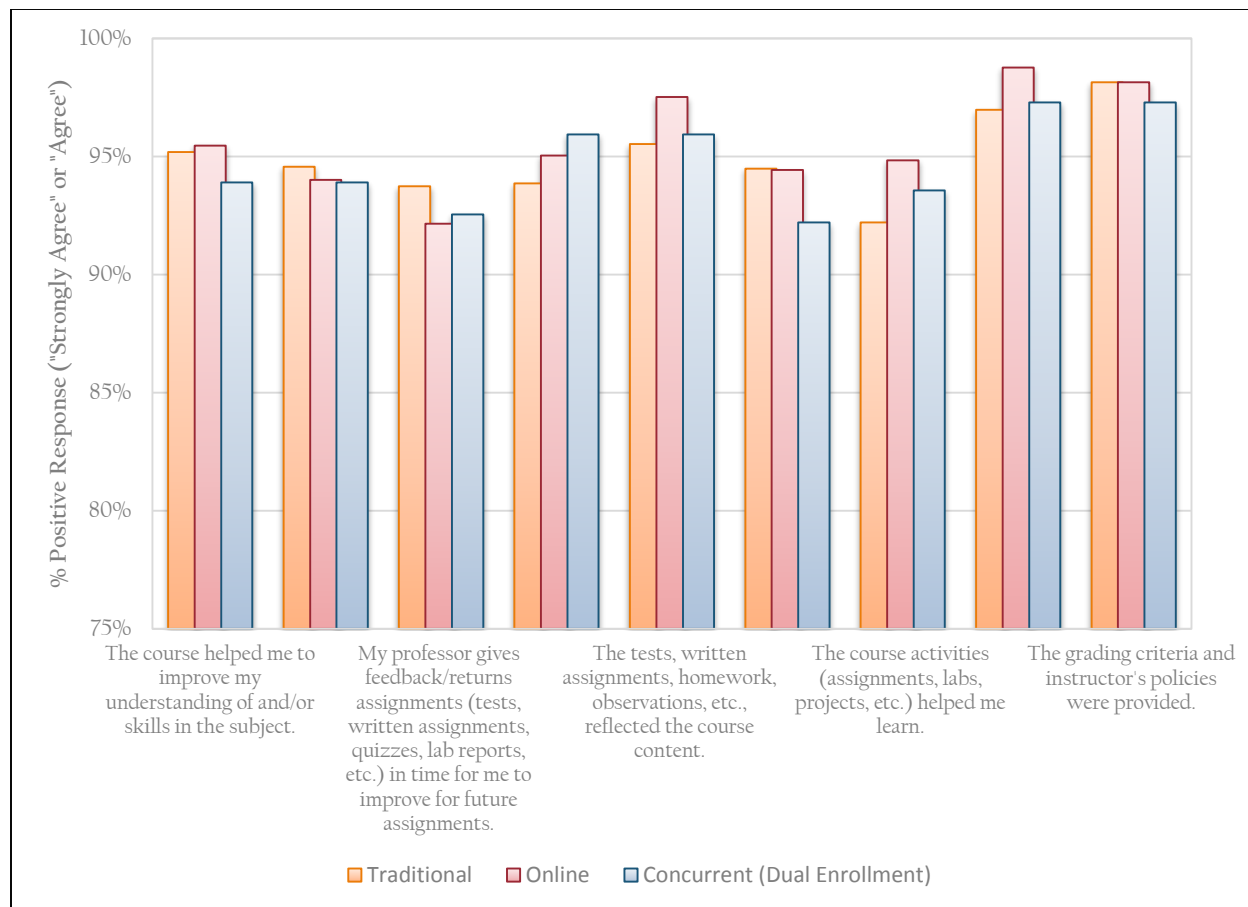


Figure 6. Comparison of positive responses ("Strongly Agree" and "Agree") for questions 7-15 of the SOS by modality.

In comparing traditional course sections with online sections, questions 11, 13, and 15 exhibit statistically significantly lower positive responses ("Strongly Agree" or "Agree") for traditional than for online. No statistically significantly different results are exhibited between the traditional and concurrent (dual enrollment) cohorts. All significance testing was done using a χ^2 test for independence according to standard methods (Davis, 1973; McDonald, 2009; Wilkinson, 1999) (Table 2).

4.3 RESULTS BASED ON STUDENT SELF-REPORT ITEMS

Because the SOS explores the disposition of the student through a series of self-report items at the beginning of the course evaluation, assessment can include an evaluation of course items as they relate to student items. For example, how does the student missing class often affect their response to questions like "The tests, assignments...reflected the course content?" These types of correlations can be explored through a paired study. Figure 7 exhibits the percentage of positive responses ("Strongly Agree" or "Agree") to questions 6-15 based on how the student responded to SOS question 1 "I missed class _____." Figures 7 through 11 reflect the same relationships with questions 2 through 6.

In Figure 7, it is clear that in many cases the number of times a student self-reports having missed class has little correlation with how they evaluate the course. All questions exhibit a 6% or less difference in percent positive response for those answering "Never" to those answering "4 or more times." Question 12, "The course materials were helpful." exhibits the greatest difference between those who report

missing class often and those who report never missing class. In this case, 97% of students who report “1 time” missing class answered “Strongly Agree” or “Agree.” By comparison, only 89% of those who report missing class “2 or more times” answered similarly. Clearly, there is little connection between the two.

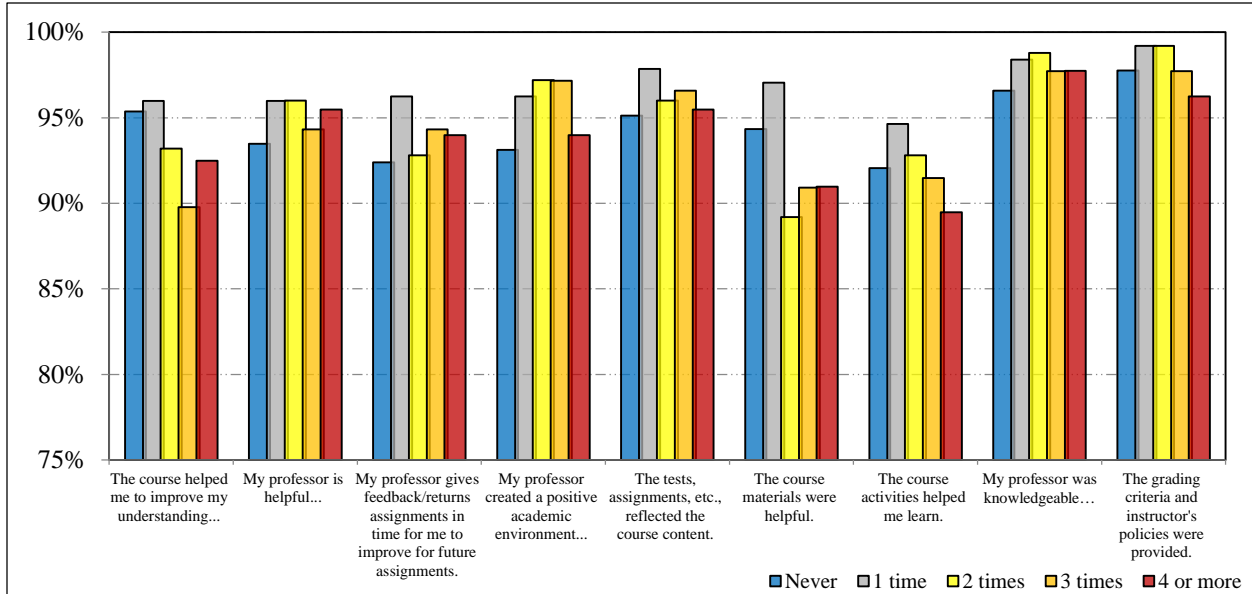


Figure 7. Percent of survey respondents responding “Strongly Agree” or “Agree” based on their response to Question 1: “I missed class ____.” for questions 7 through 15 (left-to-right on x-axis).

In Figure 8, self-report comparisons with Question 7 exhibit mixed results. Here, most questions exhibit a positive relationship between the number of timely assignment submissions and the positive response towards the course evaluation. Questions 7, 10, 11, 12, and 13 exhibit this relationship with differences as high as 30%. Curiously, however, some questions exhibit lower positive responses for those reporting completing assignments on time once as compared with those reporting never completing assignments on time.

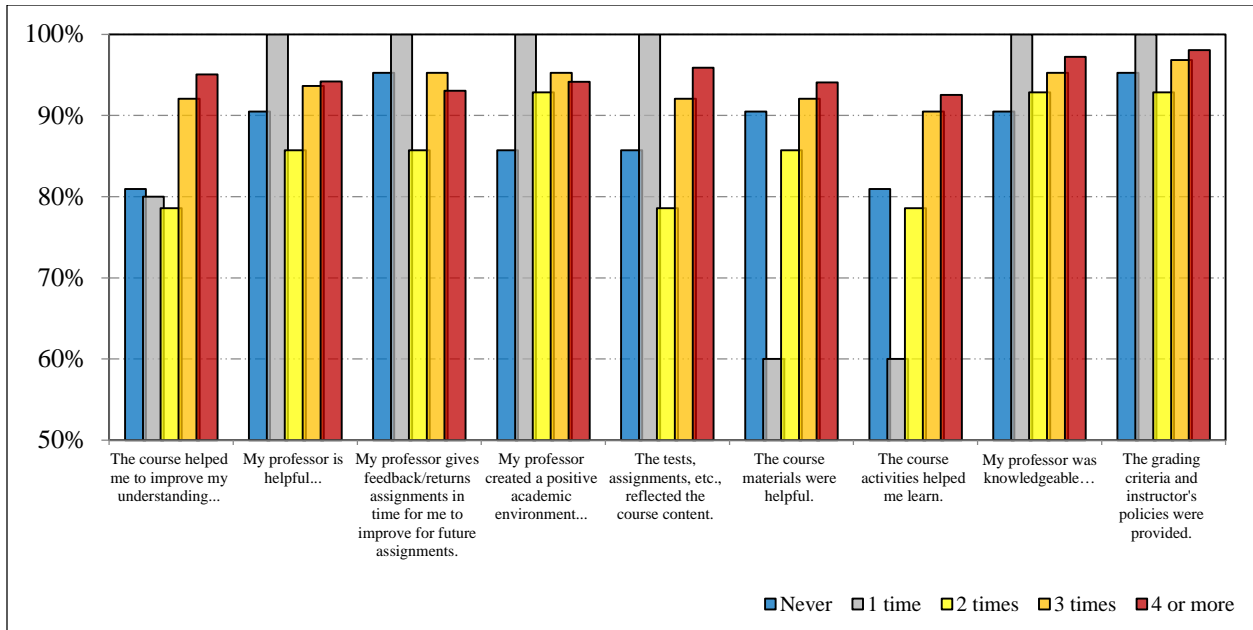


Figure 8. Percent of survey respondents responding "Strongly Agree" or "Agree" based on their response to Question 2: "I completed my assignments on time." for questions 7 through 15 (left-to-right on x-axis).

In Figure 9, there does not appear to be any correlation with the number of times a student self-reports having contacted the instructor outside of class hours and whether they answer positively in course evaluations. No question exhibits greater than 5% difference in percent positive response for those answering "Never" to those answering "4 or more times."

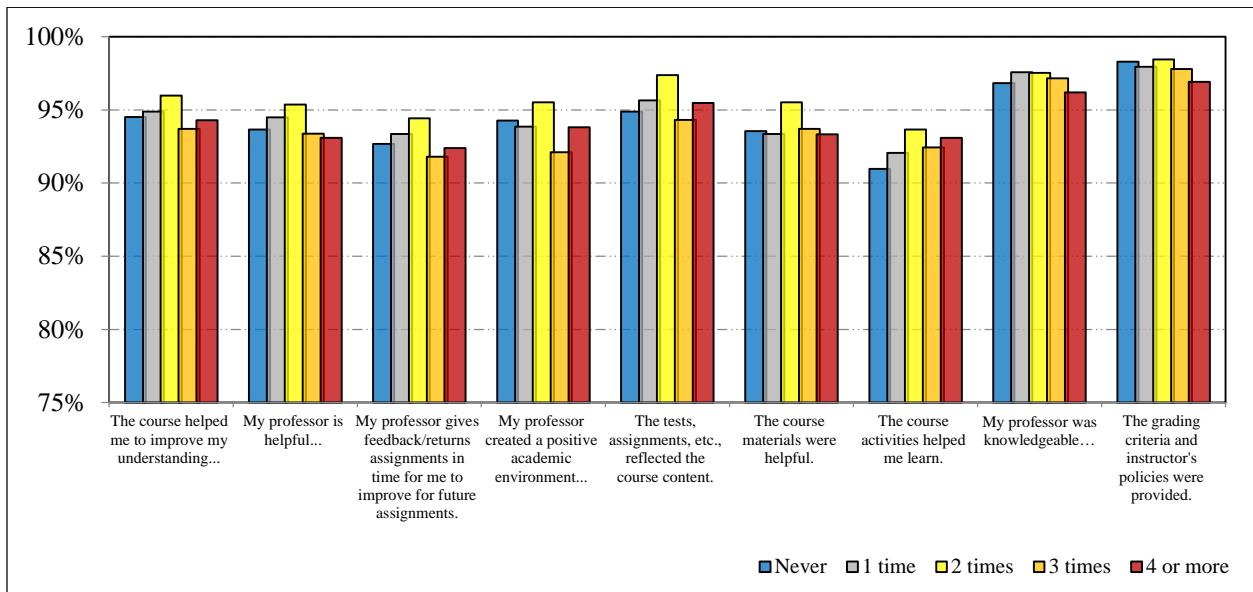


Figure 9. Percent of survey respondents responding "Strongly Agree" or "Agree" based on their response to Question 3: "I contacted my instructor outside of class time when I needed help." for questions 7 through 15 (left-to-right on x-axis).

In Figure 10, there appears to be little correlation between the number of times a student self-reports having missed assignments and whether they answer positively in course evaluations. Only question 13

exhibits a downward trend of positive response with increased number of missing assignments that extends beyond 5% (9% at highest peak).

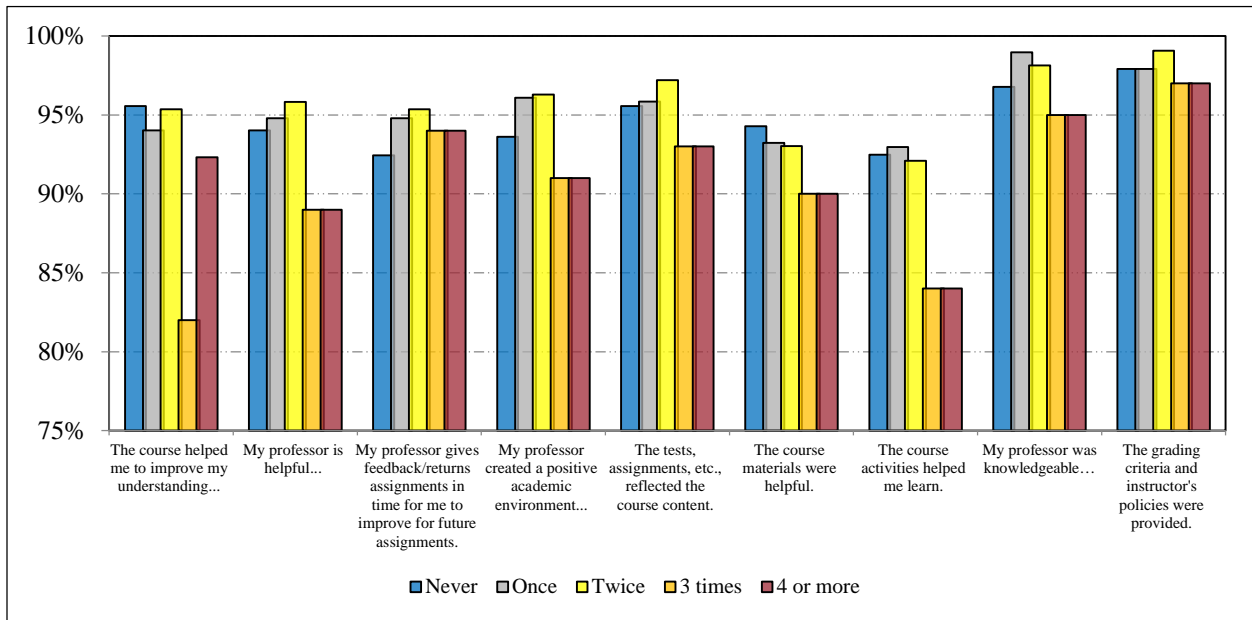


Figure 10. Percent of survey respondents responding "Strongly Agree" or "Agree" based on their response to Question 5: "I missed assignments ____." for questions 7 through 15 (left-to-right on x-axis).

In Figure 11, there exhibits a reverse trend in those reporting hours of study outside the classroom with positive response in course evaluations. In most questions, with increased study time a correlation exists with decreased positive response to the course.

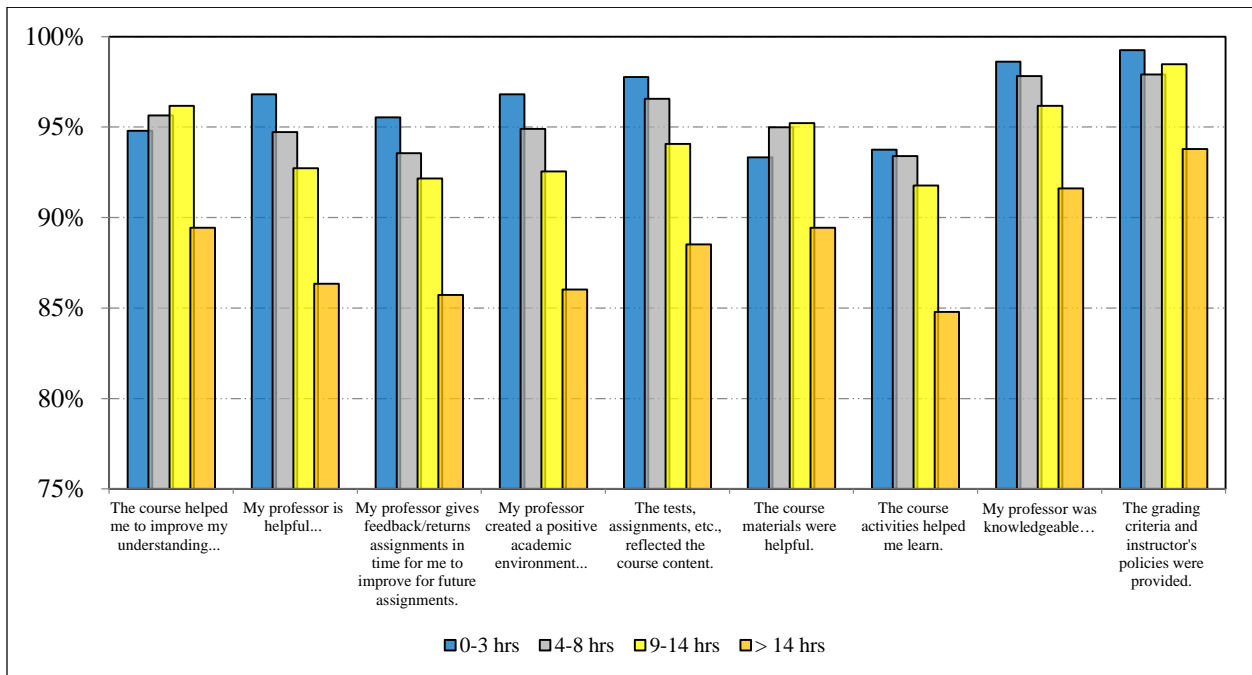


Figure 11. Percent of survey respondents responding "Strongly Agree" or "Agree" based on their response to Question 4: "I spent ____ hrs per week studying/preparing for class (not inc. class time)." for questions 7 through 15 (left-to-right on x-axis).

In Figure 12, a clear correlation is exhibited between expected grade and positive response in course evaluation questions. Question 7, for example, exhibits a positive response rate of 97% for those expecting an “A.” By comparison, those expecting an “F” exhibit a positive response rate of only 33%. This trend is visible in questions 7, 8, 9, 12, 14, and 15.

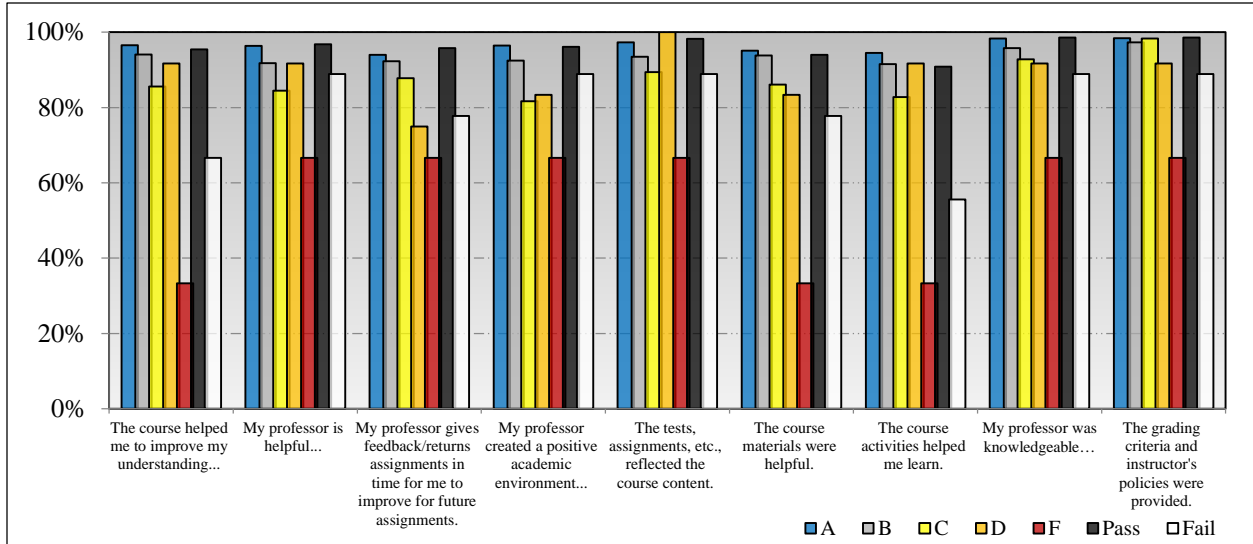


Figure 12. Percent of survey respondents responding "Strongly Agree" or "Agree" based on their response to Question 6: "I believe I will receive a grade of ___ in this class." for questions 7 through 15 (left-to-right on x-axis).

5 RESULTS BY SELECTION

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. Results of the SOS for the School of Health Professions and SLS 1515 are shown in Figure 13. Results for the School of Education are detailed in a separate report (see <https://www.fsw.edu/facultystaff/assessment/history> to find the most recent report).

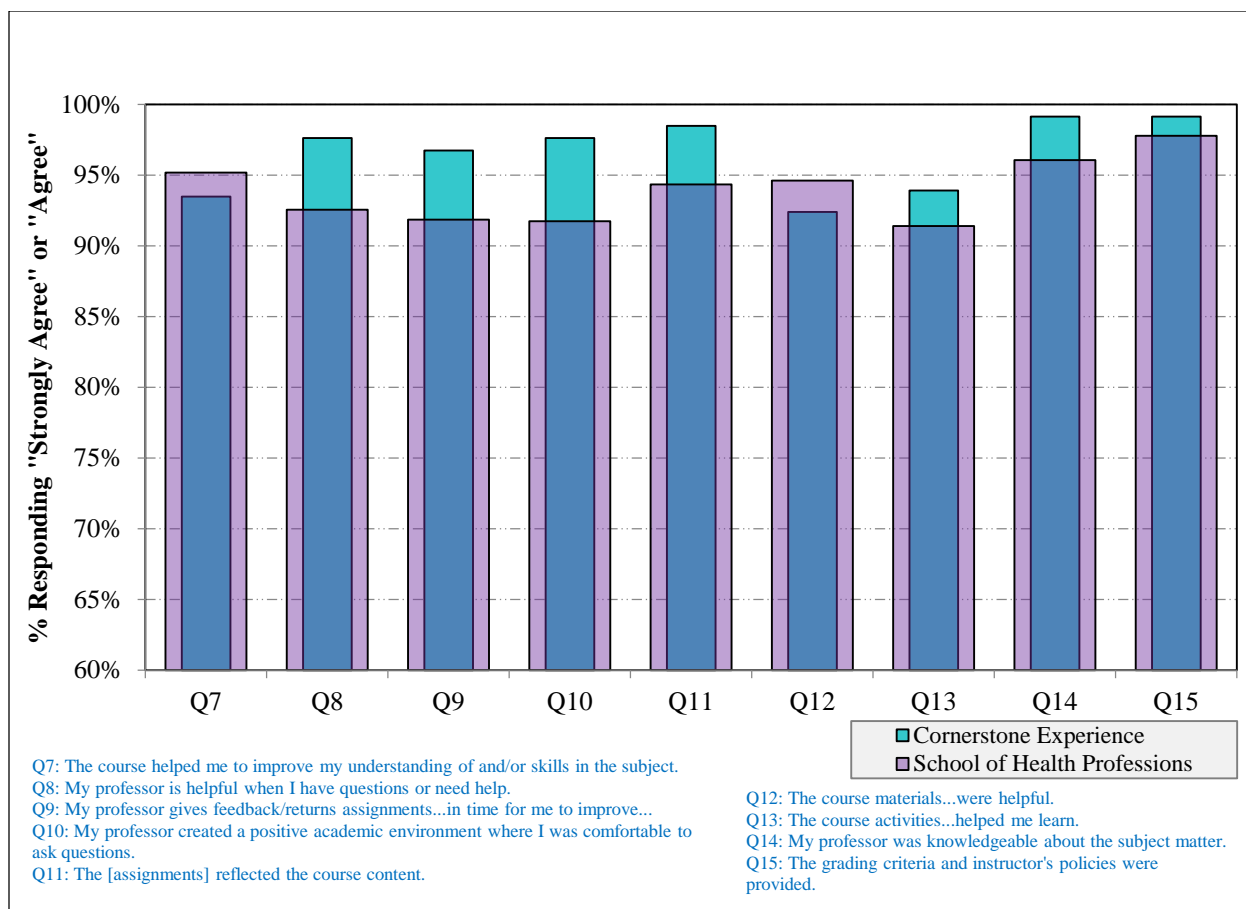


Figure 13. Percent responding "Strongly Agree" or "Agree" by selected area of evaluation where School of Health Professions is shown in purple and SLS 1515 Cornerstone Experience is shown in aqua.

6 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. This report details results of a select evaluation conducted during the Spring 2018 term encompassing all School of Health Professions courses in addition to all SLS 1515 *Cornerstone Experience* courses.

A drill-down of results are as follows:

1. In a study of response rates, overall response rate for the college is 38.7% (including both A-term, B-term, and Full-term). Response rate for traditional courses is 48.1%. Response rate for online courses is 30.8%. Response rate for dual enrollment courses is 17.8%.
2. In a study of self-report items, the first six questions of the SOS asking students to reflect on areas of their behavior and expected grade in the course, question 1 exhibits 69% of students surveyed report never having missed class, 17 percentage points higher than the College-wide survey in fall 2017. Question 2 exhibits 97% of students reporting completing assignments on

time 4 or more times, which is two percentage points higher than the College-wide survey in fall 2017. In question 3, 27% of students responding to the survey report having never contacted the instructor outside of class time for help. This is slightly lower than responses in the 2016 CCSSE survey of gateway course students were asked "...how often do you discuss ideas from readings or classes with instructors outside of class." In that case, 46% of students reported "Never." In question 5, 74% of students responding to the survey reported never missing assignments, slightly higher than the 67% in the College-wide survey of fall 2017. In question 4, 32% of students report spending 0-3 hours studying while an additional 40% report studying 4-8 hours. This is similar to the 36%/46% reported for the College-wide fall 2017 survey. IN question 6, 51% of students report expecting an "A", while another 33% report expecting a "B." The remaining 16% report "C", "D", "F", or in some cases reported a "Pass" or "Fail." These results are similar to the College-wide survey of fall 2017 where 48% expected an "A" and 33% expected a "B."

3. In a study of course evaluation questions (questions 7-15), comparing traditional course sections with online sections, questions 11, 13, and 15 exhibit statistically significantly lower positive responses ("Strongly Agree" or "Agree") for traditional than for online. No statistically significantly different results are exhibited between the traditional and concurrent (dual enrollment) cohorts. All significance testing was done using a χ^2 test for independence according to standard methods.
4. In a study comparing how students evaluate the course based on self-report items regarding their disposition (questions 1-6), the following results are reported:
 - a. For question 7, most questions exhibit a positive relationship between the number of timely assignment submissions and the positive response towards the course evaluation. Questions 7, 10, 11, 12, and 13 exhibit this relationship with differences as high as 30%. Curiously, however, some questions exhibit lower positive responses for those reporting completing assignments on time once as compared with those reporting never completing assignments on time.
 - b. There does not appear to be any correlation with the number of times a student self-reports having contacted the instructor outside of class hours and whether they answer positively in course evaluations.
 - c. There does appears to be little correlation between the number of times a student self-reports having missed assignments and whether they answer positively in course evaluations.
 - d. There exhibits a reverse trend in those reporting hours of study outside the classroom with positive response in course evaluations. In most questions, with increased study time a correlation exists with decreased positive response to the course.
5. In a study of results by selection (School of Health Professions and SLS 1515), SLS 1515 exhibits positive responses of 95% or higher in 6 of 9 questions. For the School of Health Professions, this is the case for 3 of 9 questions.

7 REFERENCES

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