

Student Opinion Survey (SOS)

Concurrent Dual Enrollment Assessment Report

Fall 2019

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1 INTRODUCTION

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 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 nearly 3-week 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 concurrent dual enrollment specific study of the SOS focusing on all courses offered offsite from FSW campus/center locations for the fall 2019.

The SOS consists of 19 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. New for fall 2018 were questions 16 and 17 which ask students to evaluate book cost and cost sensibleness. Finally, questions 18 and 19 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, Asst. VP, IR, Assessment and Effectiveness, Academic Affairs (Joseph.VanGalen@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, and 17, response options include: Strongly Agree, Agree, Disagree, Strongly Disagree; question 16 response options include: > \$150, \$101-\$150, \$51-\$100, and < \$50; questions 18 and 19 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 was the cost of materials for the course?
 17. The cost of materials for this course was reasonable.
 18. What is educationally the most beneficial about this class?
 19. What additional comments or suggestions would you like to provide?

3 RESPONSE RATES

Florida SouthWestern's SOS for fall 2019 was open from Nov. 11-29, 2019 college-wide for the full and B-term courses and Sept. 17-Sep. 30 for the A-term courses. The evaluation incorporated 52,510 potential survey respondents (each student receives one survey for each course enrolled) and 16,799 surveys were completed, a response rate of 32.0%, compared with 30.9% in fall 2018, 34.3% in fall 2017, and 22.7% in fall 2016.

Response rates by course modality are shown in Figure 1. Traditional course evaluations exhibit a 34.2% response rate, compared with 33.4% in fall 2018, 35.3% in fall 2017, 25.1% in fall 2016, and 32% in fall 2015. Online course evaluations exhibit a 23.8% response rate, compared with 22.4% in fall 2018, 26.4% in fall 2017, 16.7% in fall 2016, and 28.0% in fall 2015. And finally, concurrent dual enrollment (offsite)

evaluations exhibit a response rate of 46.1%, compared with 33.3% in fall 2018, 26.5% in fall 2017, 11.1% in fall 2016, and 6% in 2015.

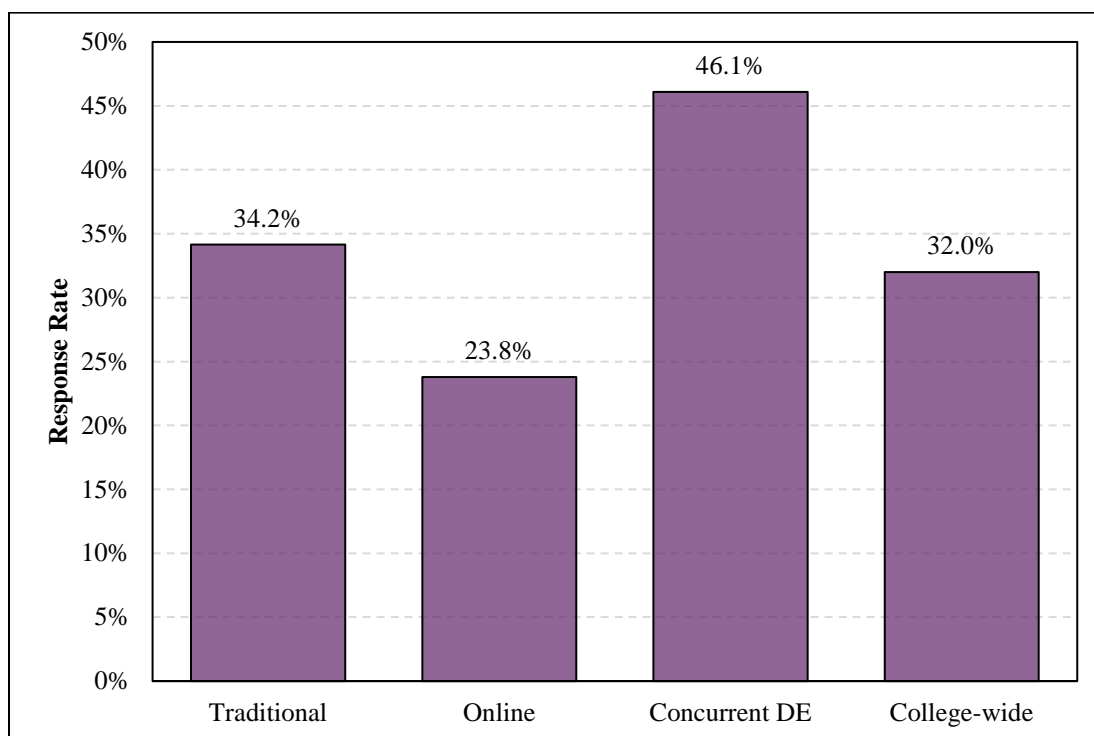


Figure 1. Response rates for SOS evaluation by course modality.

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).

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%, compared with 77% in fall 2018 and in spring 2018. Positive responses, those

including “Strongly Agree” and “Agree” are reported 98% of the time for this question, the same as both fall 2018 and spring 2018. All questions exhibit positive response rates of 90% or higher.

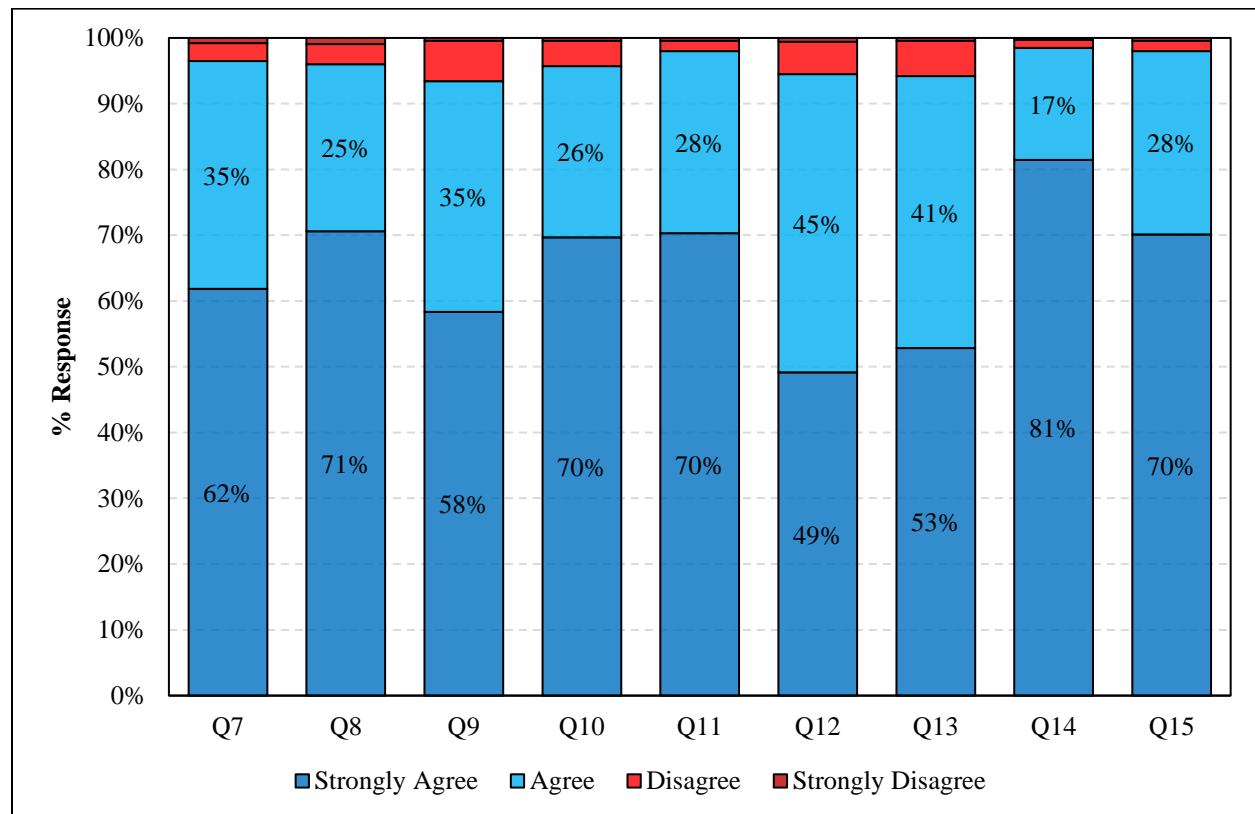


Figure 2. Responses to course evaluation questions for concurrent (dual enrollment) courses.

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 nine questions compared to traditional sections College-wide. Results for questions 7, 8, 9, 10, and 11 exhibit a statistically significant difference across sites using a χ^2 test for independence according to standard methods (Davis, 1973; McDonald, 2009; Wilkinson, 1999).

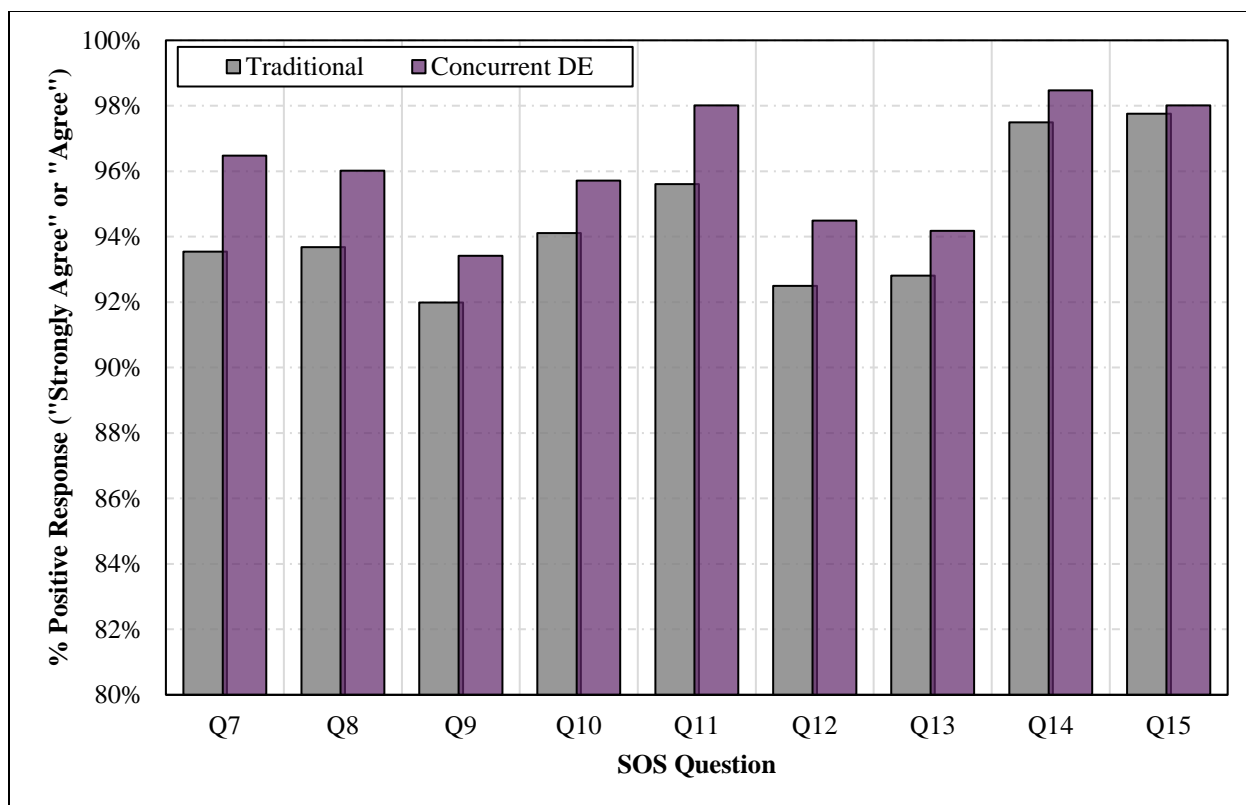


Figure 3. Comparison of positive responses ("Strongly Agree" and "Agree") to course evaluation questions for Concurrent (dual enrollment) compared with traditional sections offered College-wide. Q7: The course helped me to improve my understanding of and/ or skills in the subject; Q8: My professor is helpful when I have questions or need help; Q9: My professor gives feedback/returns assignments (tests, written assignments, quizzes, lab reports, etc.) in time for me to improve for future assignments; Q10: My professor created a positive academic environment where I was comfortable to ask questions; Q11: The tests, written assignments, homework, observations, etc., reflected the course content; Q12: The course materials (textbooks, online websites, lecture notes, handouts, etc.) were helpful; Q13: The course activities (assignments, labs, projects, etc.) helped me learn; Q14: My professor was knowledgeable about the subject matter; Q15: The grading criteria and instructor's policies were provided.

A comparison of course evaluations by program is shown in Figure 4. The School of Education courses, comprised entirely of Lower Division courses offered in concurrent dual enrollment, exhibits the highest percentage of positive responses ("Strongly Agree" and "Agree") in five of nine questions. The School of Pure and Applied Sciences exhibits the highest in two of nine questions. The School of Business and Technology also exhibits the highest in two of nine questions. However, the School of Business and Technology also exhibits the lowest in six of nine questions.

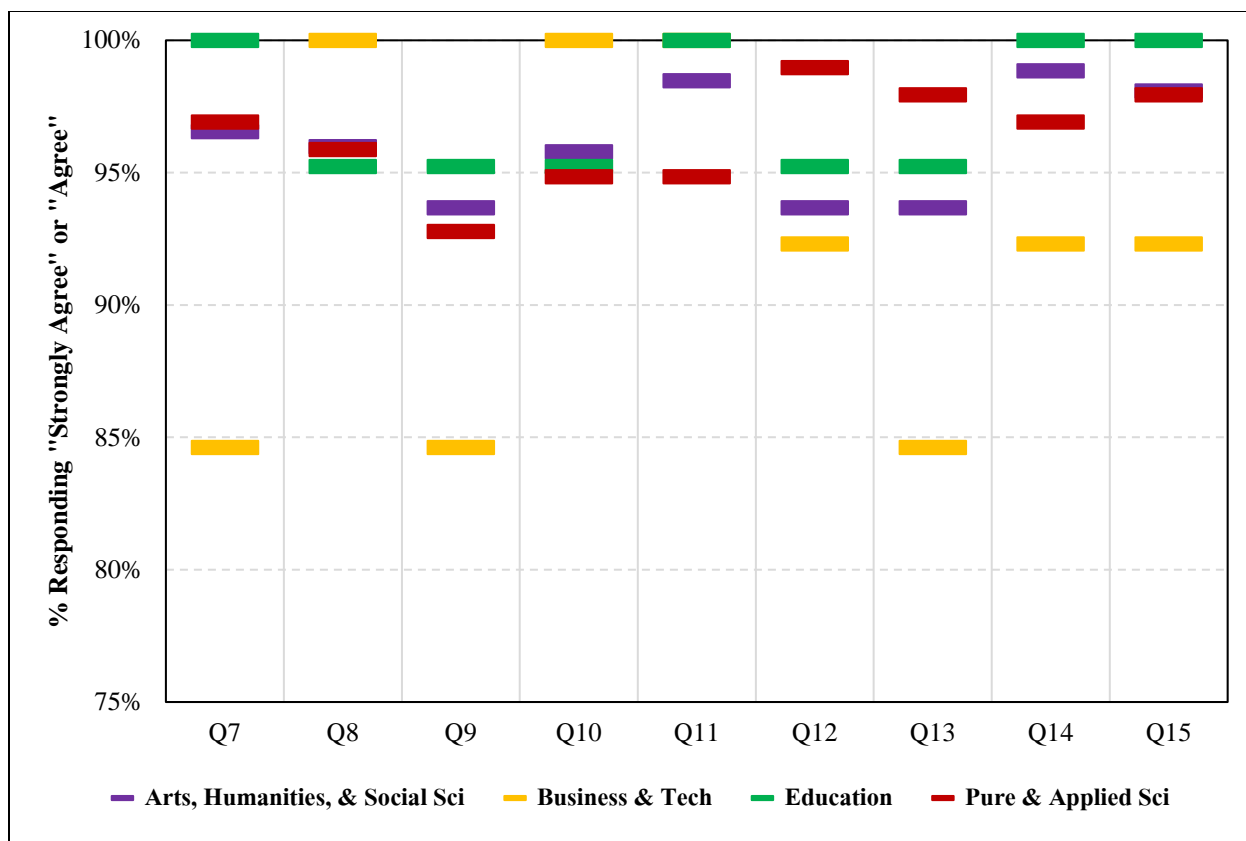


Figure 4. Comparison of positive responses ("Strongly Agree" and "Agree") to course evaluations for concurrent sections by program.

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 2nd 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 fall 2019.

A drill-down of results are as follows:

1. In a study of response rates, Traditional course evaluations exhibit a 34.2% response rate, compared with 33.4% in fall 2018, 35.3% in fall 2017, 25.1% in fall 2016, and 32% in fall 2015. Online course evaluations exhibit a 23.8% response rate, compared with 22.4% in fall 2018, 26.4% in fall 2017, 16.7% in fall 2016, and 28.0% in fall 2015. And finally, concurrent dual enrollment (offsite) evaluations exhibit a response rate of 46.1%, compared with 33.3% in fall 2018, 26.5% in fall 2017, 11.1% in fall 2016, and 6% in 2015.

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%, compared with 77% in fall 2018 and in spring 2018. Positive responses, those including “Strongly Agree” and “Agree” are reported 98% of the time for this question, the same as both fall 2018 and spring 2018. 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 nine questions compared to traditional sections College-wide. Results for questions 7, 8, 9, 10, and 11 exhibit a statistically significant difference across sites using a χ^2 test for independence.
4. In a comparison of course evaluations by program, the School of Education courses, comprised entirely of Lower Division courses offered in concurrent dual enrollment, exhibits the highest percentage of positive responses (“Strongly Agree” and “Agree”) in five of nine questions. The School of Pure and Applied Sciences exhibits the highest in two of nine questions. The School of Business and Technology also exhibits the highest in two of nine questions. However, the School of Business and Technology also exhibits the lowest in six of nine questions.

6 REFERENCES

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