

# Student Opinion Survey (SOS)

Fall 2018

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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 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 college-wide evaluation conducted during the Fall 2018 term.

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 are 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.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, 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 COLLEGE-WIDE RESPONSE RATES

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Florida SouthWestern's SOS for fall 2018 was open from Nov. 12-30, 2018 college-wide for the full and B-term courses and Sept. 17-Sep. 28 for the A-term courses. The evaluation incorporated 49,714 potential survey respondents (each student receives one survey for each course enrolled) and 15,344 surveys were completed, a response rate of 30.9%, down from 34.3% in fall 2018, and up from 22.7% in fall 2016.

Response rates by course modality are shown in Figure 1. Traditional course evaluations, accounting for 72% of all available evaluations for completion, exhibit a 33.4% response rate, down from 35.3% in fall 2018, and up from 25.1% in fall 2016 and 32% in fall 2015. Online course evaluations, accounting for 23% of all available evaluations, exhibit a 22.4% response rate, down from 26.4% in fall 2017, up from 16.7% in fall 2016 and down from 28% in fall 2015. And finally, concurrent dual enrollment (offsite) evaluations, accounting for 5% of all available evaluations, exhibit a response rate of 33.3%, up from 26.5% in fall 2017, 11.1% in fall 2016, and 6% in 2015.

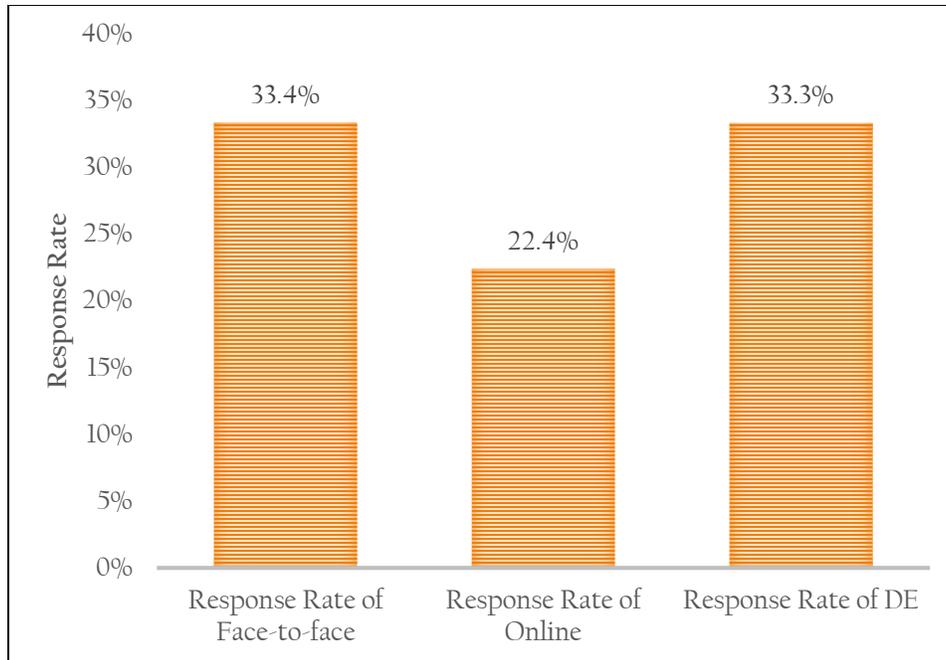


Figure 1. Response rates for SOS evaluation by course modality.

## 4 EVALUATION RESULTS

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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). As results have remained consistent for the past three years, the focus of the SOS report has shifted to other areas. To review typical results for this area, please see SOS Reports for Fall 2015, 2016, or 2017. Note that these results remain readily available for faculty and administrators to view through their FSW dashboards at any time.

## 4.2 COURSE EVALUATION ORDINAL SCALE ITEMS (QUESTIONS 7-17)

Questions 7 through 15 of the SOS ask students to evaluate the course using an ordinal scale (Strongly Agree, Agree, Disagree, Strongly Disagree). Questions 16 and 17 ask students to evaluate book costs for the course using an ordinal scale for the opinion question (Q17) consistent with the above (Strongly agree, Agree, Disagree, Strongly Disagree) and a separate scale consisting of cost options for > \$150, \$101-\$150, \$51-\$100, and < \$50. Percentages of positive responses (“Strongly Agree” or “Agree” for Questions 7-15, 17; < \$101 for Question 16) in question for each School are shown in Figure 2 below. A more detailed view of Questions 16 and 17 can be found in Section 4.3. The School of Education exhibits the highest positive responses for all course evaluative related (Q7-15) questions. The School of Business exhibits the lowest positive responses for those same questions.

		FSW	Arts, Humanities, & Social Sci	Business & Tech	Education	Health Professions	Pure & Applied Sci
Q7	<i>The course helped me to improve my understanding of and/or skills in the subject</i>	94%	94%	90%	98%	95%	92%
Q8	<i>My professor is helpful when I have questions or need help.</i>	94%	95%	88%	97%	91%	93%
Q9	<i>My professor gives feedback/returns assignments (tests, written assignments, quizzes, lab reports, etc.) in time for me to improve for future assignments.</i>	92%	93%	87%	94%	92%	91%
Q10	<i>My professor created a positive academic environment where I was comfortable to ask questions.</i>	94%	95%	89%	98%	92%	93%
Q11	<i>The tests, written assignments, homework, observations, etc., reflected the course content.</i>	95%	96%	94%	99%	94%	95%
Q12	<i>The course materials (textbooks, online websites, lecture notes, handouts, etc.) were helpful.</i>	93%	93%	91%	98%	93%	92%
Q13	<i>The course activities (assignments, labs, projects, etc.) helped me learn.</i>	93%	93%	92%	98%	90%	92%
Q14	<i>My professor was knowledgeable about the subject matter.</i>	97%	97%	94%	100%	96%	97%
Q15	<i>The grading criteria and instructor's policies were provided.</i>	97%	97%	96%	99%	97%	97%
Q16	<i>What was the cost of materials for the course?</i>	70%	84%	55%	76%	41%	58%
Q17	<i>The cost of materials for this course was reasonable</i>	80%	87%	71%	85%	73%	73%

Figure 2. Comparison of ‘Positive’ responses of SOS questions for College-wide and by School. Questions 7-15, and 17, report those answering “Strongly Agree” or “Agree.” Question 16 reports those responding “\$0-\$50” or “\$51-\$100,” or essentially those responding “< \$101.” Questions 7-15 utilize a color map or heat map style to emphasize strong and weak areas. Questions 16 and 17, as they are not reporting specifically on the evaluation of the course, but rather on book costs, do not.

Comparisons for Questions 7-15 by modality (Traditional, Online, Dual Enrollment) are shown in Figure 3. Dual enrollment (offsite) exhibits the highest percentage of positive (Strongly Agree or Agree) responses in 6 of 9 questions. Online students exhibit the highest percentage of positive responses in 2 of 9 questions. And traditional students exhibit the highest percentage of positive responses in 1 of 9 questions. Results for question 11 exhibit a statistically significant difference across sites using a  $\chi^2$  test for independence according to standard methods (Davis, 1973; McDonald, 2009; Wilkinson, 1999). This

a result of the high dual enrollment percentage compared with both traditional and online ( $\chi^2 = 25.465$ ,  $p=2.95 \times 10^{-6}$ ).

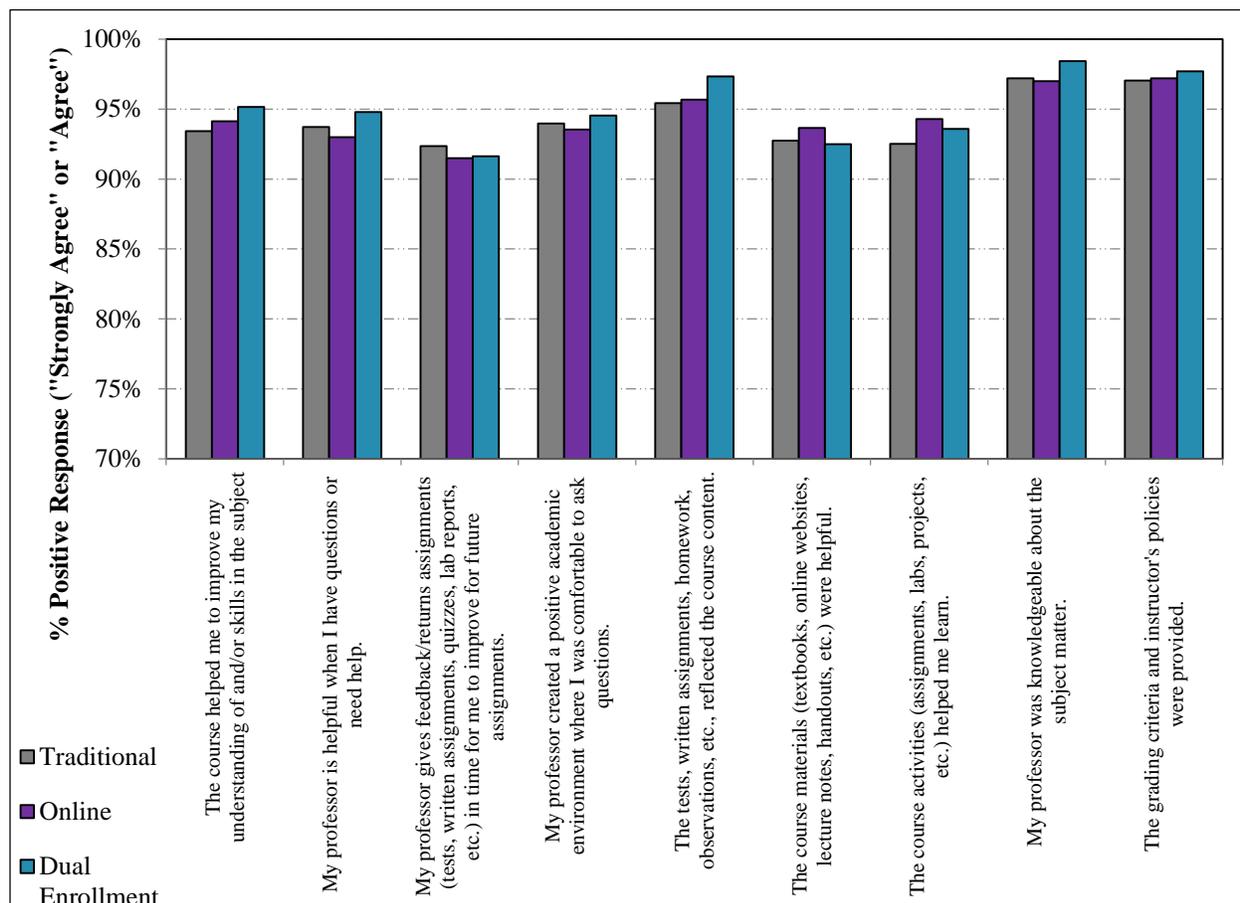


Figure 3. Comparison of positive responses ("Strongly Agree" and "Agree") for questions 7-15 of the SOS by modality. Gray denotes traditional, purple denotes online, and aqua denotes dual enrollment.

### 4.3 RESULTS FOR QUESTIONS 16 AND 17 RELATING TO COURSE MATERIAL COSTS

New for fall 2018 are questions 16 and 17 which ask students to evaluate book cost and cost sensibleness. Question 16 asks students about the cost of the materials for the course. Question 17 asks if students feel the cost for those materials is reasonable. A brief overview of these results can be found in Section 4.2 above. Below, in Figure 4, is a more detailed review of those questions for courses associated with the General Education Core Curriculum.

Figure 4 reports the positive response rates for cost (< \$101) and if costs were reasonable ("Strongly Agree" or "Agree"). For example, for BSC 1005, 61% of students report the cost of materials as < \$101 compared with 75% reporting this as a reasonable cost. For MGF 1106, only 32% report the cost of materials as < \$101 while 63% report those costs as reasonable.

	Cost	Was cost reasonable?	n
BSC 1005	61%	75%	113
ECO 2013	82%	88%	273
ENC 1101	84%	87%	1147
ENC 1102	83%	79%	234
ESC 1000C	63%	79%	19
EVR 1001C	69%	81%	72
HUM 2020	81%	82%	238
LIT 2000	74%	80%	164
MAC 1105	55%	72%	570
MGF 1106	32%	63%	63
PHI 2010	88%	87%	159
PSY 2012	71%	79%	533
SYG 1000	91%	91%	193

Figure 4. Comparison of positive response rates for Question 16 and 17. 16. Question 16 asks “What was the cost of materials for the course?” with response options of “\$0-\$50,” “\$51-\$100,” “\$101-\$150,” and “> \$150.” Positive responses for this question are classified as the first two options, or anything less than \$101. This is done to coincide with question 17, which asks “The cost of materials for this course was reasonable.” Positive response options for this question, “Strongly Agree” or “Agree” can then be compared readily with those answer costs as less than \$101.

#### 4.4 COURSE EVALUATION BY DEPARTMENT

An analysis of SOS course evaluations by department was also completed. Percentages of positive responses (“Strongly Agree” or “Agree” for Questions 7-15, 17; < \$101 for Question 16) in question for by department are shown in in Figure 5. A list of the highest and lowest scoring areas by question is as follows:

- Q7: The course helped me to improve my understanding of and/ or skills in the subject.
  - High: Elementary Education (99%)
  - Low: Programming/Networking (76%)
- Q8: My professor is helpful when I have questions or need help.
  - High: Elementary Education (98%)
  - Low: Programming/Networking (67%)
- Q9: My professor gives feedback/returns assignments (tests, written assignments, quizzes, lab reports, etc.) in time for me to improve for future assignments.
  - High: Developmental Education (98%)
  - Low: Programming/Networking (70%)
- Q10: My professor created a positive academic environment where I was comfortable to ask questions.
  - High: Elementary Education (100%)
  - Low: Programming/Networking (69%)
- Q11: The tests, written assignments, homework, observations, etc., reflected the course content.
  - High: Criminal Justice / Crime Scene Tech / Public Administration (99%)
  - Low: Programming/Networking (90%)
- Q12: The course materials (textbooks, online websites, lecture notes, handouts, etc.) were helpful.
  - High: Early Childhood Education (99%)
  - Low: Programming/Networking (80%)

- Q13: The course activities (assignments, labs, projects, etc.) helped me learn.
  - High: Education – Lower Division (99%)
  - Low: Programming/Networking (83%)
- Q14: My professor was knowledgeable about the subject matter.
  - High: Criminal Justice / Crime Scene Tech / Public Administration, Education – Lower Division, and Elementary Education (100%)
  - Low: Programming/Networking (78%)
- Q15: The grading criteria and instructor’s policies were provided.
  - High: Criminal Justice / Crime Scene Tech / Public Administration and Elementary Education (100%)
  - Low: Programming/Networking (91%)
- Q16: What was the cost of materials for the course?
  - High: First Year Experience (96%)
  - Low: AS Nursing (34%)
- Q17: The cost of materials for this course was reasonable.
  - High: First Year Experience (97%)
  - Low: Programming/Networking (59%)

		Arts, Humanities, & Social Sciences						Business & Technology				Education			Health Professions			Pure & Applied	
		Dev. Ed.	English	First Year Exp.	Human. & Fine Arts	Social Sciences	Speech & Foreign Lang	Bus. Mgmt & Acct	Programing / Network	Crime / Public Adm	Para-legal	Lower Division	Early Child Ed.	Elem. Ed.	AS Nursing	BS Nursing	Other	Math	Sciences
Q7	The course helped me to improve my understanding of and/or skills in the subject	98%	93%	94%	94%	94%	94%	91%	76%	98%	98%	98%	98%	99%	95%	91%	95%	91%	93%
Q8	My professor is helpful when I have questions or need help.	97%	93%	97%	95%	95%	92%	91%	67%	97%	93%	96%	97%	98%	90%	91%	93%	93%	93%
Q9	My professor gives feedback/returns assignments (tests, written assignments, quizzes, lab reports, etc.) in time for me to improve for future assignments.	98%	92%	96%	94%	93%	92%	88%	70%	96%	92%	94%	96%	94%	91%	85%	93%	92%	90%
Q10	My professor created a positive academic environment where I was comfortable to ask questions.	99%	93%	98%	95%	95%	93%	91%	69%	98%	94%	96%	99%	100%	91%	91%	93%	93%	94%
Q11	The tests, written assignments, homework, observations, etc., reflected the course content.	99%	95%	97%	96%	96%	95%	93%	90%	99%	97%	99%	98%	99%	93%	97%	95%	95%	95%
Q12	The course materials (textbooks, online websites, lecture notes, handouts, etc.) were helpful.	99%	90%	94%	92%	94%	92%	92%	80%	98%	97%	98%	99%	99%	92%	90%	94%	92%	93%
Q13	The course activities (assignments, labs, projects, etc.) helped me learn.	98%	92%	95%	93%	94%	93%	92%	83%	99%	94%	99%	98%	98%	87%	93%	94%	92%	93%
Q14	My professor was knowledgeable about the subject matter.	99%	96%	98%	97%	98%	97%	96%	78%	100%	97%	100%	99%	100%	95%	99%	96%	97%	98%
Q15	The grading criteria and instructor’s policies were provided.	98%	95%	99%	97%	97%	97%	95%	91%	100%	97%	99%	97%	100%	97%	96%	97%	97%	97%
Q16	What was the cost of materials for the course?	66%	82%	96%	83%	82%	76%	51%	39%	78%	68%	80%	68%	78%	34%	65%	51%	48%	71%
Q17	The cost of materials for this course was reasonable	77%	85%	97%	86%	86%	79%	68%	59%	83%	89%	86%	77%	91%	66%	78%	85%	66%	80%

Figure 5. Comparison of ‘Positive’ responses of SOS questions by department. Questions 7-15, and 17, report those answering “Strongly Agree” or “Agree.” Question 16 reports those responding “\$0-\$50” or “\$51-\$100,” or essentially those responding “< \$101.” Questions 7-15 utilize a color map or heat map style to emphasize strong and weak areas. Questions 16 and 17, as they are not reporting specifically on the evaluation of the course, but rather on book costs, do not.

## 5 CONCLUSIONS

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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. This report details results of a college-wide evaluation conducted during the Fall 2018 term.

A drill-down of results are as follows:

1. In a study of response rates, traditional course evaluations, accounting for 72% of all available evaluations for completion, exhibit a 33.4% response rate, down from 35.3% in fall 2018, and up from 25.1% in fall 2016 and 32% in fall 2015. Online course evaluations, accounting for 23% of all available evaluations, exhibit a 22.4% response rate, down from 26.4% in fall 2017, up from 16.7% in fall 2016 and down from 28% in fall 2015. And finally, concurrent dual enrollment (offsite) evaluations, accounting for 5% of all available evaluations, exhibit a response rate of 33.3%, up from 26.5% in fall 2017, 11.1% in fall 2016, and 6% in 2015.
2. In a study of course evaluation items by School, the School of Education exhibits the highest positive responses for all course evaluative related (Q7-15) questions. The School of Business exhibits the lowest positive responses for those same questions.
3. In a study of course evaluation questions by modality, dual enrollment (offsite) exhibits the highest percentage of positive (Strongly Agree or Agree) responses in 6 of 9 questions. Online students exhibit the highest percentage of positive responses in 2 of 9 questions. And traditional students exhibit the highest percentage of positive responses in 1 of 9 questions. Results for question 11 exhibit a statistically significant difference across sites using a  $\chi^2$  test for independence according to standard methods. This a result of the high dual enrollment percentage compared with both traditional and online ( $\chi^2 = 25.465$ ,  $p=2.95 \times 10^{-6}$ ).
4. In a study comparing course evaluation by department, the Elementary Education Program consistently exhibits the highest positive response rates for course evaluation questions. The Elementary Education program is the highest scoring in 5 of 11 questions. The Computer Programming / Networking program exhibits the lowest scores in 10 of 11 questions.

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