

Student Opinion Survey (SOS)

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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 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 program-specific evaluation conducted during the spring 2019 term which includes the School of Health Professions and any course college-wide which is a concurrent dual enrollment course.

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.VanGaalén@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 COLLEGE-WIDE RESPONSE RATES

Florida SouthWestern's SOS for spring 2019 was open from April 3-22, 2019 college-wide for the full and B-term courses and Feb. 2-14 for the A-term courses. The evaluation incorporated 5,336 potential survey respondents (each student receives one survey for each course enrolled) and 2539 surveys were completed, a response rate of 47.6%. Note that spring term (program-specific) surveys tend to exhibit response rates 10-15% points higher than college-wide in fall terms.

Response rates by course modality are shown in Figure 1. Traditional course evaluations, accounting for 52% of all available evaluations for completion, exhibit a 59.4% response rate. Online course evaluations, accounting for 22% of all available evaluations, exhibit a 35.8% response rate. And finally, concurrent dual enrollment (offsite) evaluations, accounting for 25% of all available evaluations, exhibit a response rate of 32.8%.

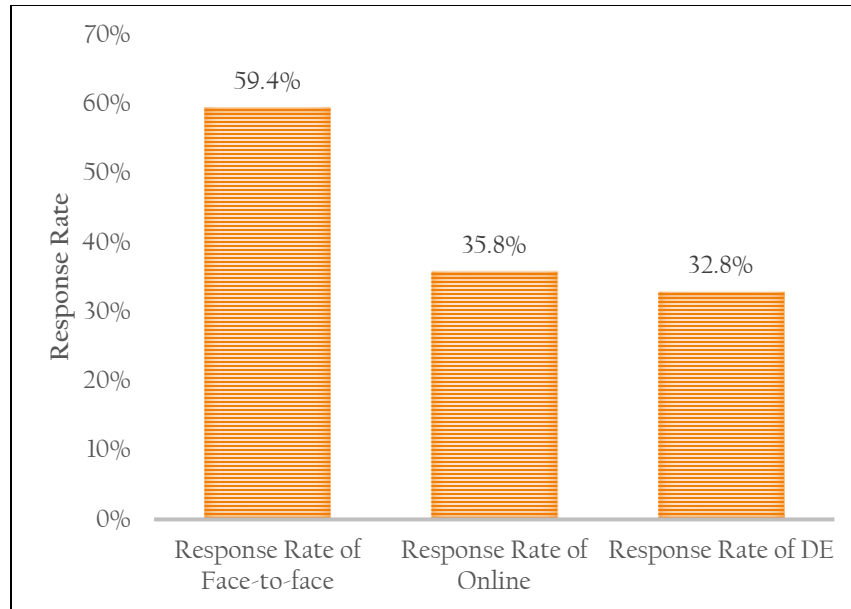


Figure 1. Response rates for SOS evaluation by course modality.

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).

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. The School of Health Professions surveys all courses in the spring term. For all other Schools, only concurrent dual enrollment courses conduct the survey. In reviewing Figure 2, because no dual enrollment courses are offered in the School of Health Professions, a complete review of concurrent dual enrollment survey responses by School can be completed by comparing the other four schools. The School of Education exhibits the highest positive responses for 4 of 9 questions (SoBT ignored due to sample size of N=1). The School of Arts, Humanities, and Social Sciences exhibits the highest positive response rate for 3 of 9. The remaining 2 of 9 are split by the remaining two schools.

		N 2539	N 363	N 1	N 62	N 1991	N 119
		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>	95%	94%	100%	92%	95%	94%
Q8	<i>My professor is helpful when I have questions or need help.</i>	93%	92%	100%	97%	93%	94%
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>	93%	93%	100%	95%	93%	92%
Q10	<i>My professor created a positive academic environment where I was comfortable to ask questions.</i>	92%	94%	100%	97%	92%	91%
Q11	<i>The tests, written assignments, homework, observations, etc., reflected the course content.</i>	94%	97%	100%	95%	94%	95%
Q12	<i>The course materials (textbooks, online websites, lecture notes, handouts, etc.) were helpful.</i>	93%	94%	100%	87%	93%	93%
Q13	<i>The course activities (assignments, labs, projects, etc.) helped me learn.</i>	92%	94%	100%	92%	91%	92%
Q14	<i>My professor was knowledgeable about the subject matter.</i>	96%	97%	100%	100%	95%	97%
Q15	<i>The grading criteria and instructor's policies were provided.</i>	98%	98%	100%	98%	98%	96%
Q16	<i>What was the cost of materials for the course?</i>	54%	98%	100%	100%	42%	65%
Q17	<i>The cost of materials for this course was reasonable</i>	79%	99%	100%	100%	74%	82%

Figure 2. Comparison of ‘Positive’ responses of SOS questions for College-wide and by School for the program-specific study. 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. *Note that the School of Health Professions is the only school in which all courses conduct the SOS in the spring term. All other Schools are exhibiting results from concurrent dual enrollment courses only.

Comparisons for Questions 7-15 by modality (Traditional, Online, Dual Enrollment) are shown in Figure 3. Online exhibits the highest percentage of positive (Strongly Agree or Agree) responses in 9 of 9 questions. Results for questions 7, 8, 11, and 12 exhibit a statistically significant difference across sites using a χ^2 test for independence according to standard methods (Davis, 1973; McDonald, 2009; Wilkinson, 1999). This is a result of the high online percentage compared with both traditional and dual enrollment.

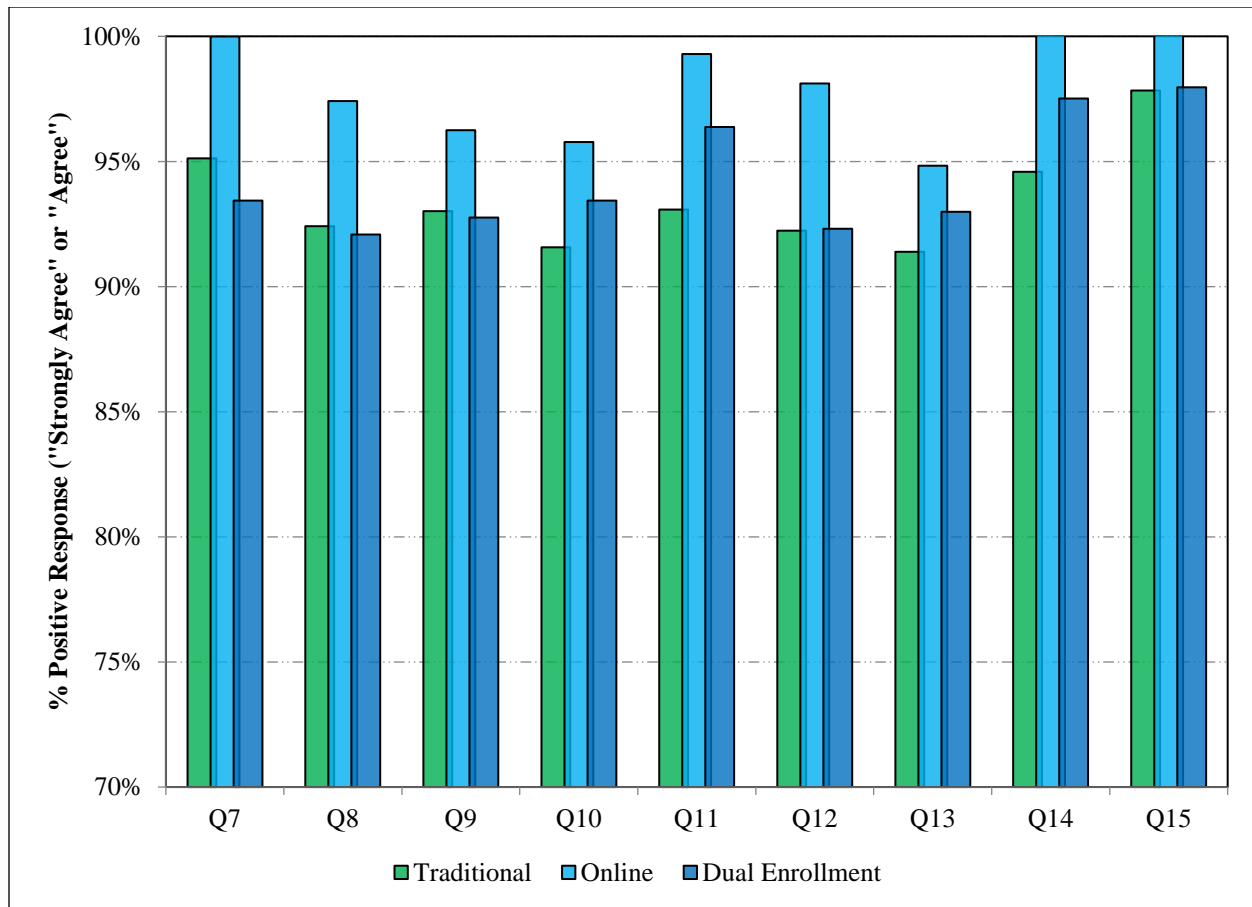


Figure 3. Comparison of positive responses ("Strongly Agree" and "Agree") for questions 7-15 of the SOS by modality.

5 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 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 program-specific evaluation conducted during the spring 2019 term which includes the School of Health Professions and any course college-wide which is a concurrent dual enrollment course.

A drill-down of results are as follows:

1. In a study of response rates, traditional course evaluations, accounting for 52% of all available evaluations for completion, exhibit a 59.4% response rate. Online course evaluations, accounting for 22% of all available evaluations, exhibit a 35.8% response rate. And finally, concurrent dual enrollment (offsite) evaluations, accounting for 25% of all available evaluations, exhibit a response rate of 32.8%.
2. In a study of course evaluation items by School, the School of Education exhibits the highest positive responses for 4 of 9 questions (SoBT ignored due to sample size of N=1). The School of Arts, Humanities, and Social Sciences exhibits the highest positive response rate for 3 of 9. The

remaining 2 of 9 are split by the remaining two schools. The School of Health Professions surveys all courses in the spring term. For all other Schools, only concurrent dual enrollment courses conduct the survey. In reviewing these data then, because no dual enrollment courses are offered in the School of Health Professions, a complete review of concurrent dual enrollment survey responses by School can be completed by comparing the other four schools.

3. In a study of course evaluation questions by modality, Online exhibits the highest percentage of positive (Strongly Agree or Agree) responses in 9 of 9 questions. Results for questions 7, 8, 11, and 12 exhibit a statistically significant difference across sites using a χ^2 test for independence according to standard methods. This a result of the high online percentage compared with both traditional and dual enrollment.

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