

Student Opinion Survey (SOS)

Spring 2020

Author: Joseph F. van Gaalen, Ph.D., Asst. VP, IR, Assessment & Effectiveness

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 college-wide evaluation conducted during the Spring 2020 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; 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 2020 was open from March 30 through April 17, 2020, college-wide for the full and B-term courses and Feb. 10-20 30 for the A-term courses. The evaluation in both time periods incorporated 45,566 potential survey respondents (each student receives one survey for each course enrolled) and 12,013 surveys were completed, a response rate of 27.3%, compared with 32.0% in fall 2019, 30.9% in fall 2018, 34.3% in fall 2017, and 22.7% in fall 2016. Note that the Spring 2020 term included an emergency transition of all courses from traditional to online due to the COVID-19 outbreak. As a result, it is expected that response rates would be lower which is more representative of typical online response rates.

Response rates by course modality are shown in Figure 1. Traditional course evaluations exhibit a 29.1% response rate, compared with 34.2% in fall 2019, 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 24.1% response rate, compared with 23.8% in fall 2019, 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 11.1%, compared with 46.1% in fall 2019, 33.3% in fall 2018, 26.5% in fall 2017, 11.1% in fall 2016, and 6% in 2015. In summary, Spring 2020 results exhibit a 5%-point drop for traditional courses, a nearly identical response rate for online courses, and a 35%-point drop for concurrent dual enrollment courses.

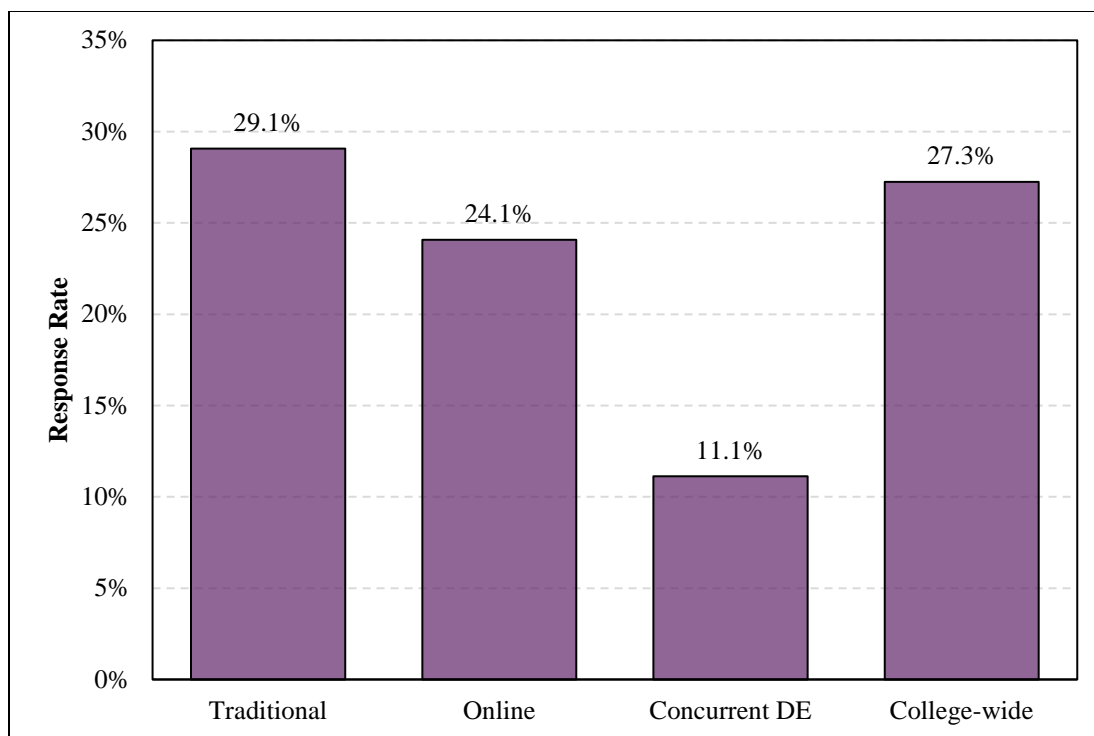


Figure 1. Response rates for SOS evaluation by course modality.

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 four 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 7-15)

4.2.1 School of Arts, Humanities, & Social Sciences

A comparison of mean scores and response rates by department/discipline for the School of Arts, Humanities, and Social Sciences is shown below in Figure 2. The English department exhibits the highest response rates at 46%, followed by Academic Success (41%), and Humanities (30%). High scores are distributed widely across departments. The highest of any is Q14 in the Theater Arts at 3.89/4. The lowest scoring areas are also varied across departments. The single lowest of any is Q9 in Philosophy/Religion at 3.34/4.

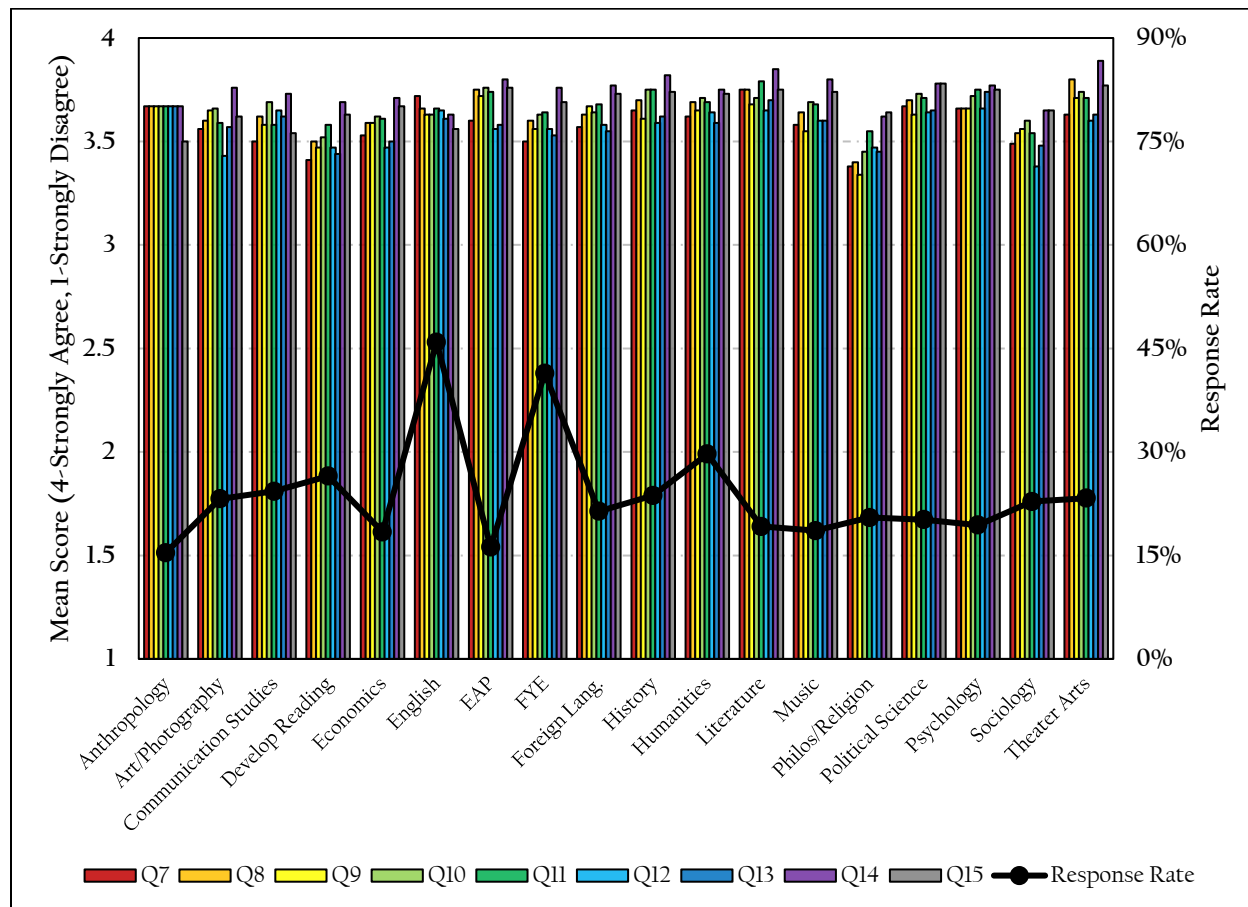


Figure 2. Comparison of SOS mean scores and response rate by department/discipline for SoAHSS. Q7: The course helped me to improve my understanding of and/or skills in the subject; Q8: My professor is helpful when I have questions or need help; Q9: My professor gives feedback/returns assignments (tests, 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.

4.2.2 School of Business & Technology

A comparison of mean scores and response rates by department/discipline for the School of Business and Technology is shown below in Figure 3. The Drafting division exhibits the highest response rates at 22%, followed by Paralegal Studies, Business, and Computers, all at 19%. Most of the highest scoring areas are

exhibited in the Public Administration division. The lowest scoring areas are exhibited in Accounting and Computers. The lowest overall is Q9 in Accounting, at 3.12/4.

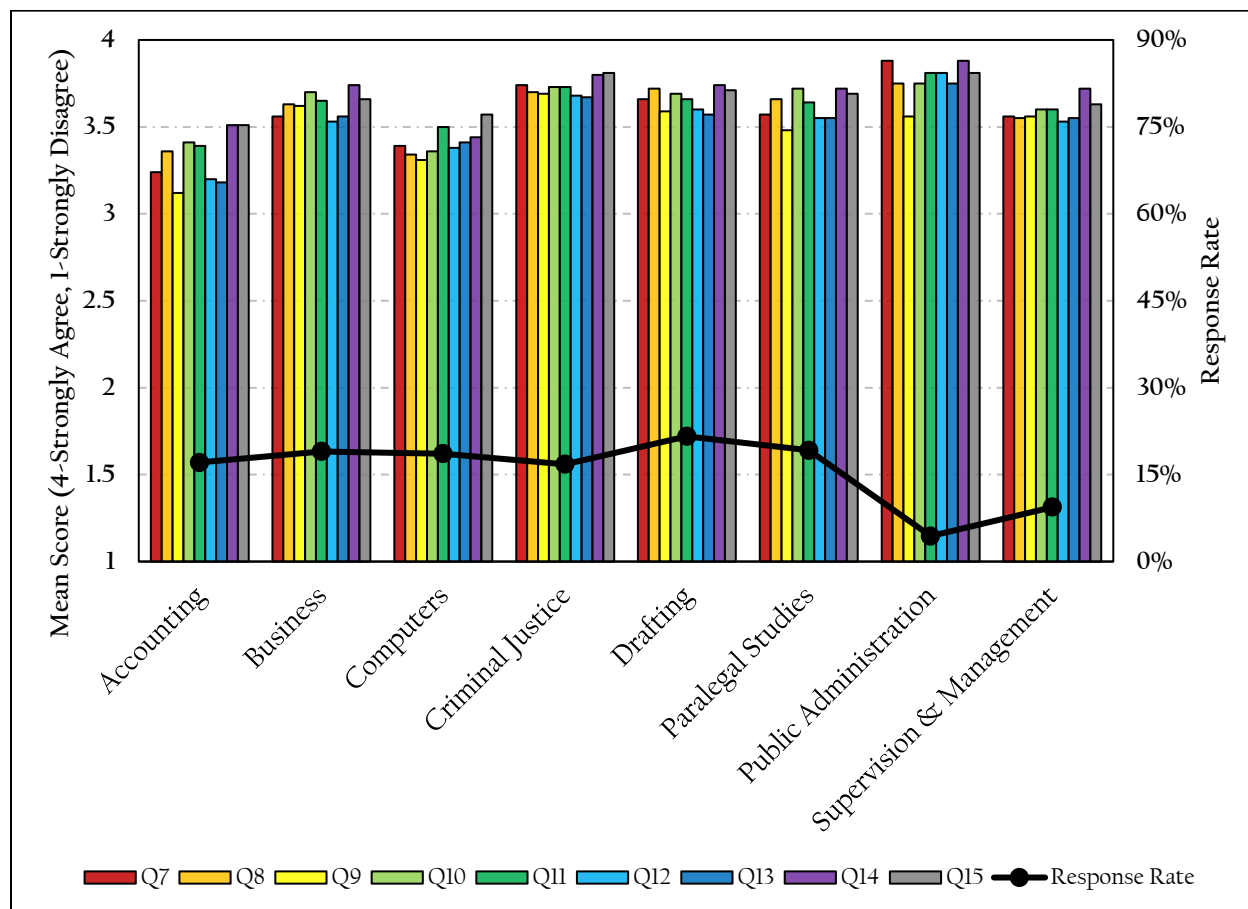


Figure 3. Comparison of SOS mean scores and response rate by department/discipline for SoBT. Q7: The course helped me to improve my understanding of and/or skills in the subject; Q8: My professor is helpful when I have questions or need help; Q9: My professor gives feedback/returns assignments (tests, 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.

4.2.3 School of Education

A comparison of mean scores and response rates by department/discipline for the School of Education is shown below in Figure 4. The Early Childhood Ed exhibits the highest response rates at 43%, followed by Lower Division (19%), and Elementary Ed (7%). The mean scores of the SOS across divisions is fairly similar. The highest scores originate from Early Childhood Ed for Q14 and Q15 (3.75 and 3.73, respectively).

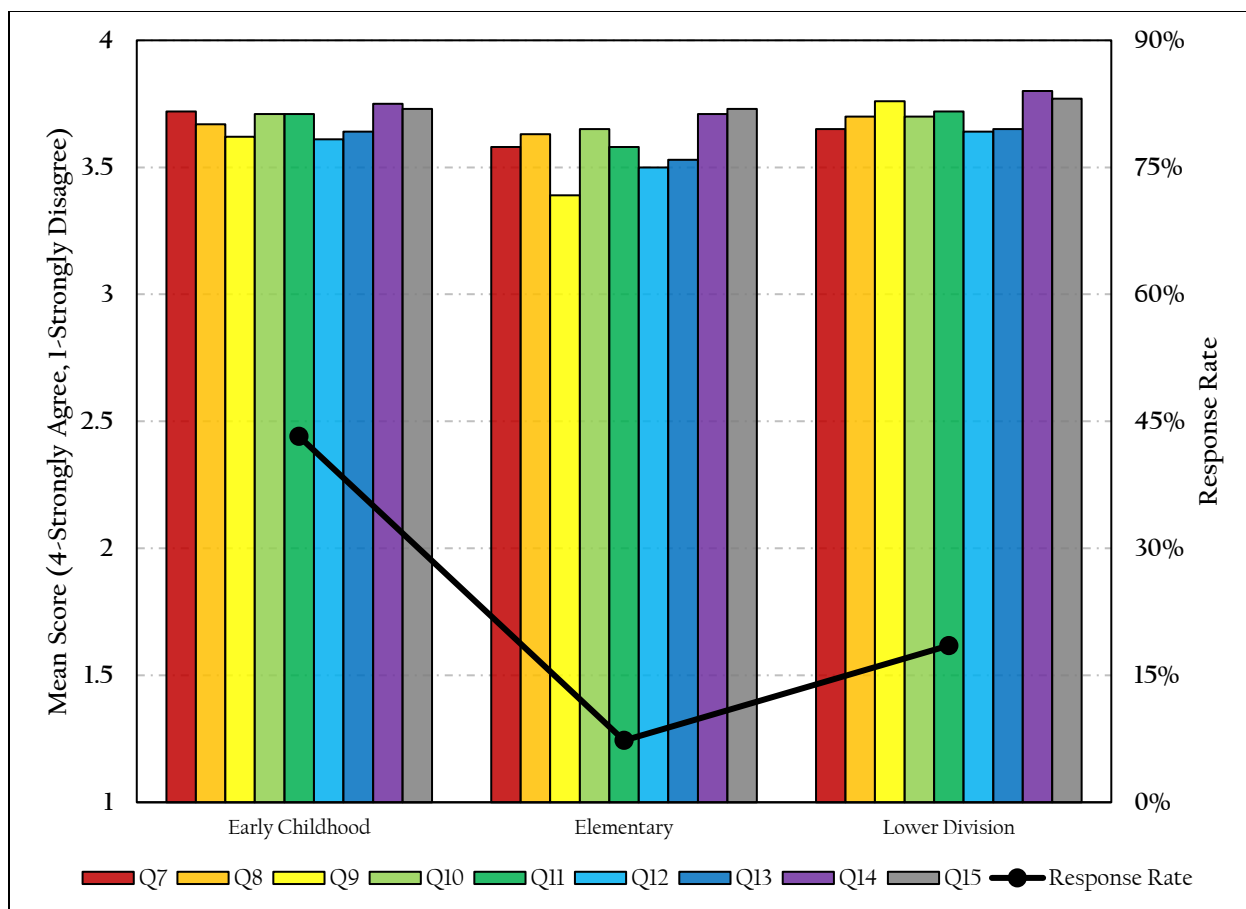


Figure 4. Comparison of SOS mean scores and response rate by department/discipline for SoE. Q7: The course helped me to improve my understanding of and/or skills in the subject; Q8: My professor is helpful when I have questions or need help; Q9: My professor gives feedback/returns assignments (tests, 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.

4.2.4 School of Health Professions

A comparison of mean scores and response rates by department/discipline for the School of Health Professions is shown below in Figure 5. The Human Services Department exhibits the highest response rates at 61%, followed by the Dental Program at 57% and then the AS Nursing Program (48%). The Dental program exhibits the highest scores in the SOS as well as the most consistent. The Fire Science and Radiotechnology Program exhibits the lowest scores where Fire Science exhibits the lowest of any question with a 3.0 for Q10.

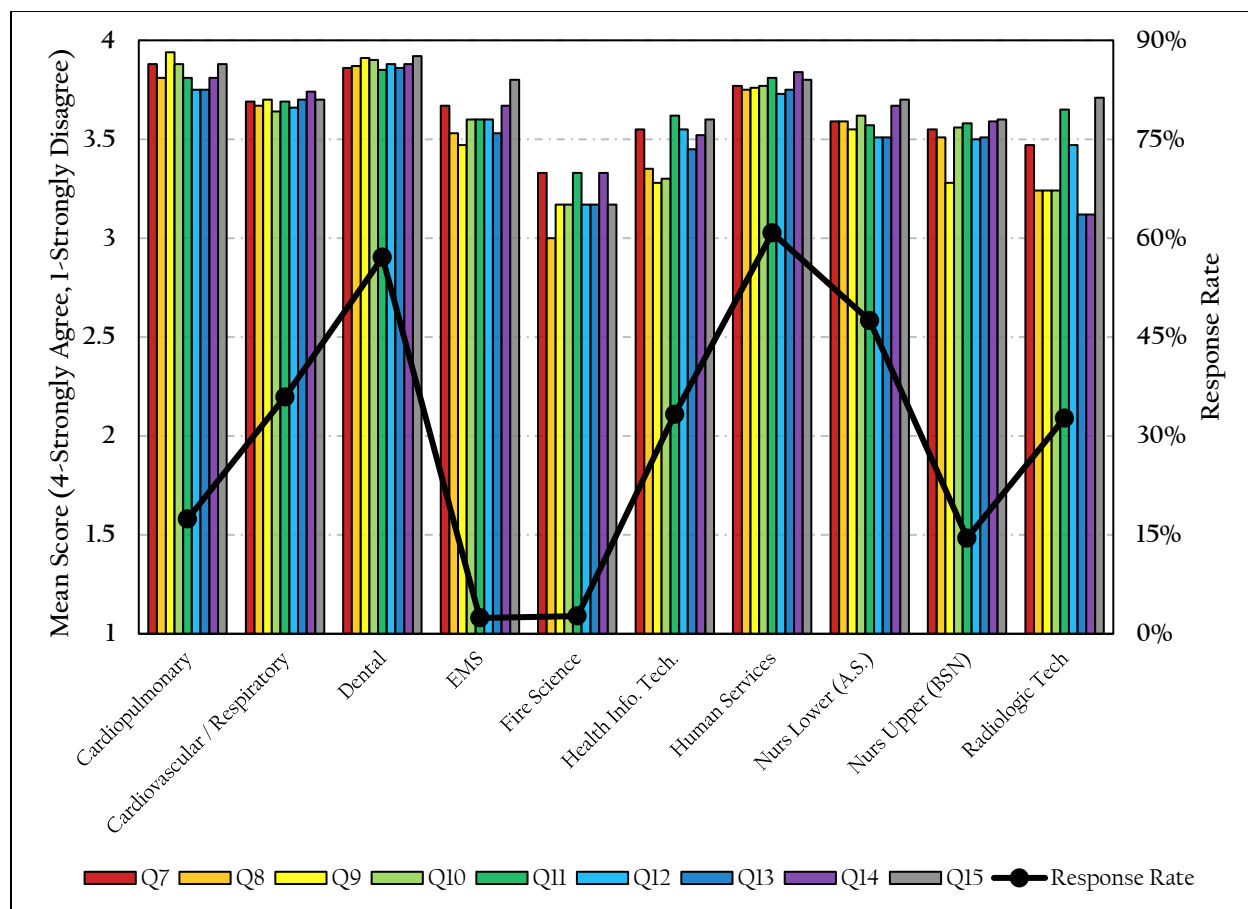


Figure 5. Comparison of SOS mean scores and response rate by department/discipline for SoHP. Q7: The course helped me to improve my understanding of and/or skills in the subject; Q8: My professor is helpful when I have questions or need help; Q9: My professor gives feedback/returns assignments (tests, 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.

4.2.5 School of Pure & Applied Sciences

A comparison of mean scores and response rates by department/discipline for the School of Pure and Applied Sciences is shown below in Figure 6. The Biological Science division exhibits the highest response rates at 37%, followed by Anatomy at 34% and Marine Science at 27%. The Anatomy & Physiology division tend to exhibit the highest scores in the SOS including a 3.88 for Q14. The lowest scores tend to be exhibited in the Physical Science courses with a 3.25 in Q10.

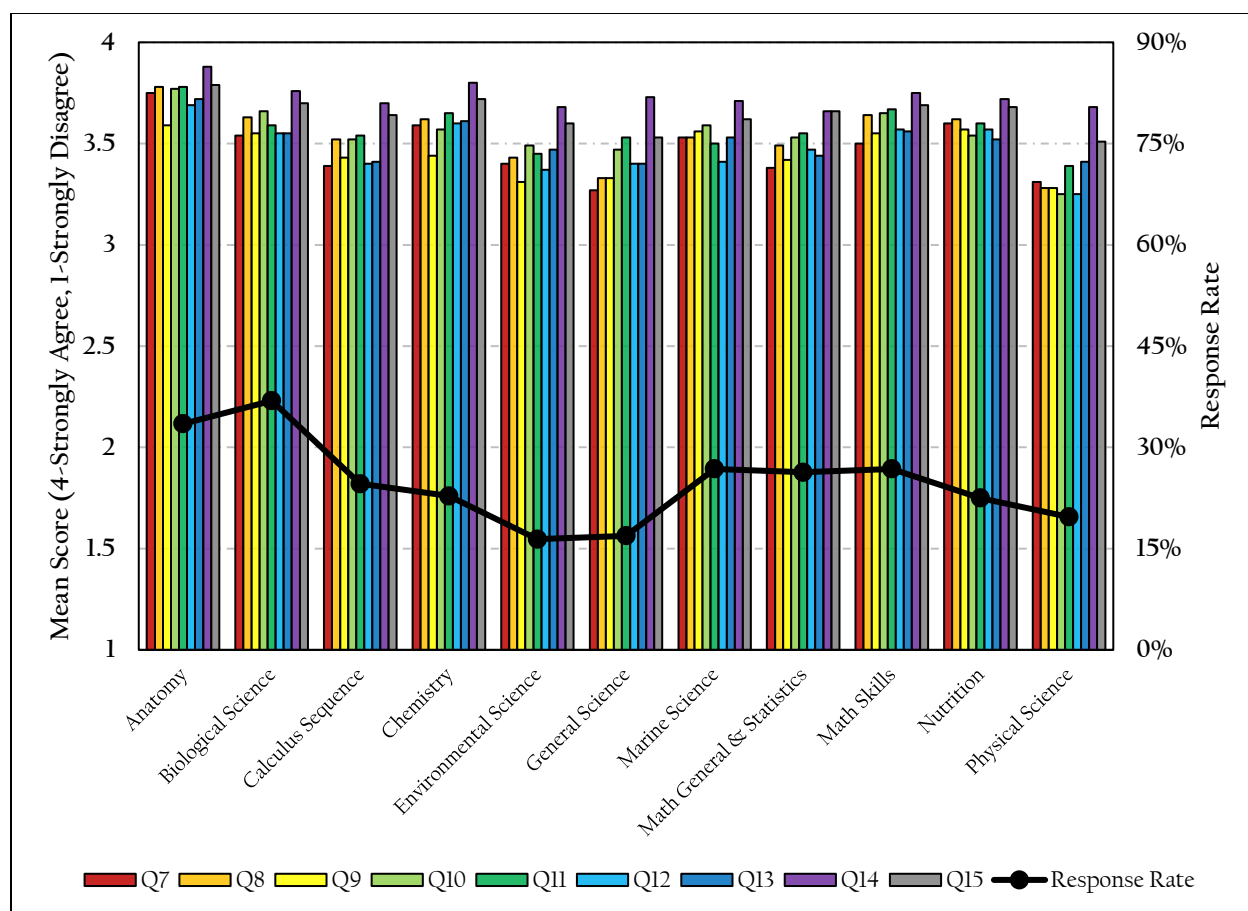


Figure 6. Comparison of SOS mean scores and response rate by department/discipline for SoPAS. Q7: The course helped me to improve my understanding of and/or skills in the subject; Q8: My professor is helpful when I have questions or need help; Q9: My professor gives feedback/returns assignments (tests, 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.

4.2.6 SOS by Modality

Comparisons for Questions 7-15 by modality (Traditional, Online, Concurrent Dual Enrollment) are shown in Figure 7. Concurrent dual enrollment exhibits the highest percentage of positive (Strongly Agree or Agree) responses in 6 of 9 questions. Results for no questions exhibit a statistically significant difference across sites using a χ^2 test for independence according to standard methods (Davis, 1973; McDonald, 2009; Wilkinson, 1999).

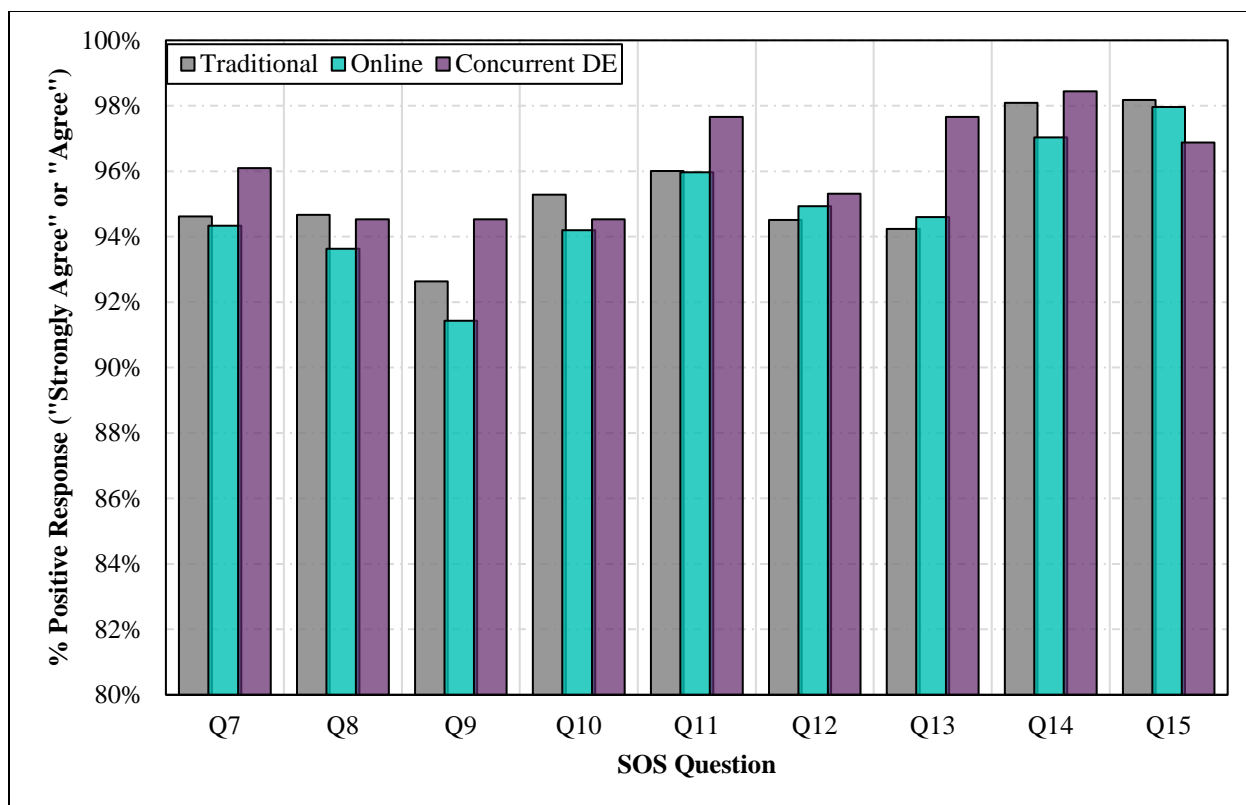


Figure 7. Comparison of positive responses ("Strongly Agree" and "Agree") for questions 7-15 of the SOS by modality. Gray denotes traditional, aqua denotes online, and purple denotes concurrent dual enrollment. Q7: The course helped me to improve my understanding of and/ or skills in the subject; Q8: 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.

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. Below, in Figure 8, is a detailed review of those questions by department. Clear from a review of the results is that with decreased costs students tend to respond that costs are more reasonable. The three departments/divisions in which students self-report the highest costs are Fire Science, AS Nursing, and EMS. The three departments/divisions in which students self-report costs are most reasonable are Anthropology, Sociology, and First Year Experience.

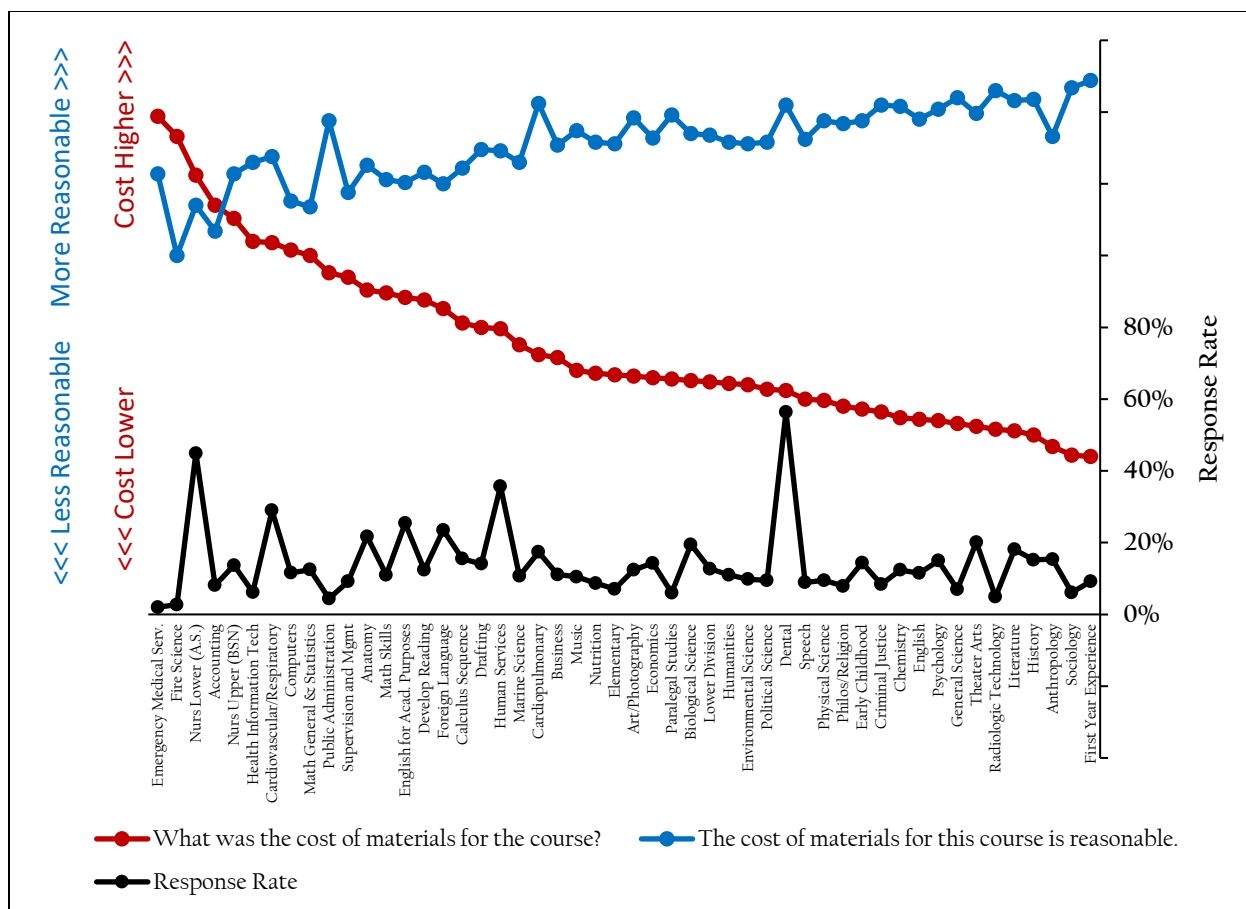


Figure 8. Comparison of mean response for Question 16 and 17. Question 16 asks “What was the cost of materials for the course?” with response options of “\$0-\$50,” “\$51-\$100,” “\$101-\$150,” and “> \$150.” This is done to coincide with question 17, which asks “The cost of materials for this course was reasonable.”

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 college-wide evaluation conducted during the Spring 2020 term.

A drill-down of results are as follows:

1. In a study of response rates, traditional course evaluations exhibit a 27.3%, compared with 32.0% in fall 2019, 30.9% in fall 2018, 34.3% in fall 2017, and 22.7% in fall 2016. Note that the Spring 2020 term included an emergency transition of all courses from traditional to online due to the COVID-19 outbreak. As a result, it is expected that response rates would be lower which is more representative of typical online response rates. Traditional course evaluations exhibit a 29.1% response rate, compared with 34.2% in fall 2019, 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 24.1% response rate,

compared with 23.8% in fall 2019, 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 11.1%, compared with 46.1% in fall 2019, 33.3% in fall 2018, 26.5% in fall 2017, 11.1% in fall 2016, and 6% in 2015. In summary, Spring 2020 results exhibit a 5%-point drop for traditional courses, a nearly identical response rate for online courses, and a 35%-point drop for concurrent dual enrollment courses.

2. In a study of mean scores and response rates for the School of Arts, Humanities, and Social Sciences, the English department exhibits the highest response rates at 46%, followed by Academic Success (41%), and Humanities (30%). High scores are distributed widely across departments. The highest of any is Q14 in the Theater Arts at 3.89/4. The lowest scoring areas are also varied across departments. The single lowest of any is Q9 in Philosophy/Religion at 3.34/4.
3. In a study of mean scores and response rates for the School of Business and Technology, the Drafting division exhibits the highest response rates at 22%, followed by Paralegal Studies, Business, and Computers, all at 19%. Most of the highest scoring areas are exhibited in the Public Administration division. The lowest scoring areas are exhibited in Accounting and Computers. The lowest overall is Q9 in Accounting, at 3.12/4.
4. In a study of mean scores and response rates for the School of Education, the Early Childhood Ed exhibits the highest response rates at 43%, followed by Lower Division (19%), and Elementary Ed (7%). The mean scores of the SOS across divisions is fairly similar. The highest scores originate from Early Childhood Ed for Q14 and Q15 (3.75 and 3.73, respectively).
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6. In a study of mean scores and response rates for the School of Pure and Applied Sciences, the Biological Science division exhibits the highest response rates at 37%, followed by Anatomy at 34% and Marine Science at 27%. The Anatomy & Physiology division tend to exhibit the highest scores in the SOS including a 3.88 for Q14. The lowest scores tend to be exhibited in the Physical Science courses with a 3.25 in Q10.
7. In a study of course evaluation questions by modality, concurrent dual enrollment exhibits the highest percentage of positive (Strongly Agree or Agree) responses in 6 of 9 questions. Results for no questions exhibit a statistically significant difference across sites using a χ^2 test for independence according to standard methods.
8. In a study comparing responses relating to course material costs, clear from a review of the results is that with decreased costs students tend to respond that costs are more reasonable. The three departments/divisions in which students self-report the highest costs are Fire Science, AS Nursing, and EMS. The three departments/divisions in which students self-report the highest costs are Fire Science, AS Nursing, and EMS. The three departments/divisions in which students self-report costs are most reasonable are Anthropology, Sociology, and First Year Experience

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