Student Opinion Survey (SOS)
Spring 2023
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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) which was last administered in 2014. In Fall 2021, the SOS was replaced with the SOS 2.0, a more efficient version of the original, with similar questions that were more focused on instruction and activity in the classroom.

The SOS 2.0 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 2023 term.

The SOS 2.0 consists of 13 questions. The first eleven ask students to evaluate the course using an ordinal scale. The remaining two questions ask for additional feedback regarding the course in an open-ended format.

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 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.VanGaalen@fsw.edu; x16965).

2   THE SURVEY

I.   ***Ordinal Questions*** (for these questions, response options are: Agree, Disagree, N/A)
1.   The grading criteria and instructor's policies were provided in the syllabus.
2.   The course helped me improve my understanding of the subject.
3.   My professor gave feedback/returned assignments (such as tests, written assignments, quizzes, lab reports, etc.) in time for me to improve for future assignments.
4.   My professor created a positive academic environment.
5.   The tests, written assignments, homework, observations, etc., reflected the course content.

6. The course materials (such as textbooks, online websites, lecture notes, handouts, etc.) helped me learn the content.
7. The course activities (such as assignments, labs, projects, etc.) helped me learn.
8. My professor was able to communicate effectively about the subject matter.
9. The course was engaging and thought provoking.
10. The course used a variety of assessment types (such as tests, quizzes, discussion, homework, written assignment, essays, projects, etc.).
11. My professor was accessible when I had a question or needed help.

II. ***Open-ended Questions***
12. What was educationally the most beneficial about this class?
13. Please provide any comments you believe could improve the overall quality of the course (such as organization, types of assignments, projects, exams) or any matters that might have enhanced your learning in the course.

3 COLLEGE-WIDE RESPONSE RATES

Florida SouthWestern's SOS 2.0 for the Spring 2023 term was open from April 3 through 21, 2023, college-wide for the full and B-term courses and February 13 through 20 for the A-term courses. The evaluation in both time periods incorporated 39,280 potential survey respondents (each student receives one survey for each course enrolled). The response rate overall is 33.2%, compared with 28.0% in fall 2022, 34.1% in spring 2022, 31.6% in fall 2021, 29.0% in spring 2021, 28.2% in fall 2020, 27.3% in spring 2020, 32.0% in fall 2019, 30.9% in fall 2018, 34.3% in fall 2017, and 22.7% in fall 2016. Figure 1 exhibits response rates for this term while Figure 2 exhibits response rates over time.

Traditional sections exhibit a 48.7% response rate, compared with 37.0% in fall 2022, 43.7% in spring 2022, 37.3% in fall 2021, 33.3% in spring 2021, 47.0% in fall 2020, 29.1% in spring 2020, 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. The response rate for Asynchronous Online is 24.9%, compared with 23.0% of fall 2022, 29.5% of spring 2022, 26.7% in fall 2021, 23.7% in spring 2021, and 23.3% in fall 2020. The Live Online response rate is 15.5%, compared with 19.0% in fall 2022, 28.6% in spring 2022, 28.8% in fall 2021, 29.1% in spring 2021, and 27.3% in fall 2020. The response rate for Flex is 33.9%, compared with 29.9% in fall 2022, 42.6% in spring 2022, 39.4% in fall 2021, 31.9% in spring 2021, and 33.7% in fall 2020. The response rate for Blended is 14.4%, compared with 11.8% in fall 2022, 15.3% in spring 2022, 28.5% in fall 2021, 23.7% in spring 2021, and 25.3% in fall 2020. Finally, concurrent dual enrollment (offsite) evaluations exhibit a response rate of 19.4%, compared with 22.3% in fall 2022, 37.9% in spring 2022, 41.4% in fall 2021, 11.9% in spring 2021, 45.4% in fall 2020, 11.1% in spring 2020, 46.1% in fall 2019, 33.3% in fall 2018, 26.5% in fall 2017, 11.1% in fall 2016, and 6% in 2015.
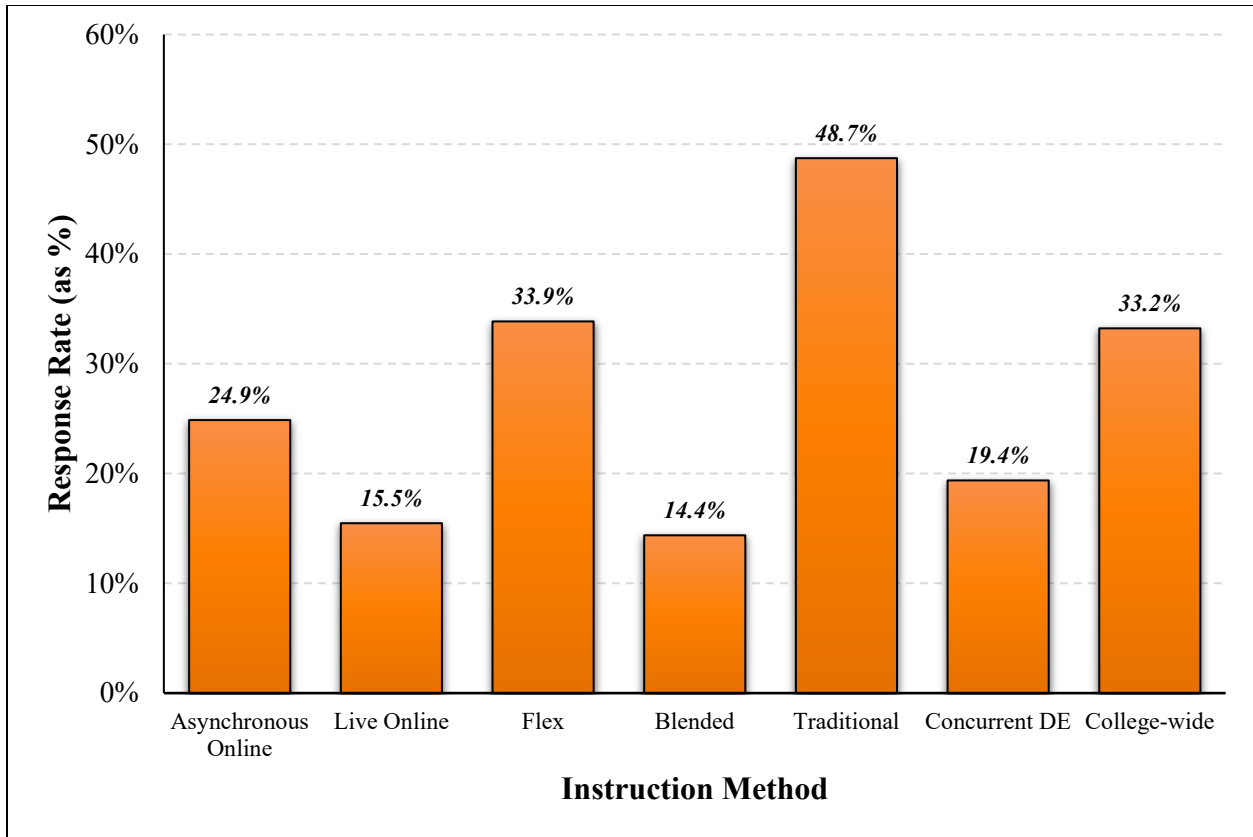
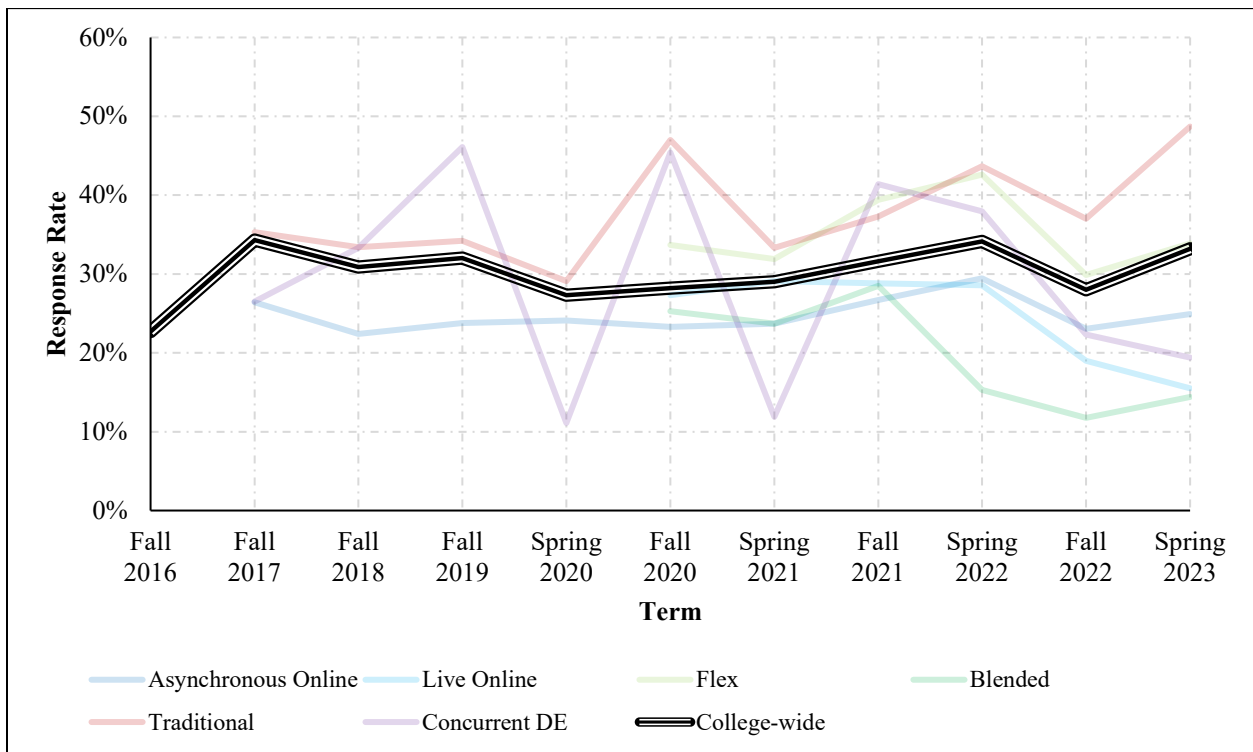*Figure 1. Response rates for SOS evaluation by course modality.*

Figure 2. Response rates overall and modality over time.

The response rate by department is shown in Figure 3. The departments with the highest response rates are Human Services at 59%, followed by Computer Science at 49%, and EMS, at 44%. The departments with the lowest response rates are Health Information Technology at 17%, followed by BS Nursing at 17%, and Education: Lower Division at 21%.
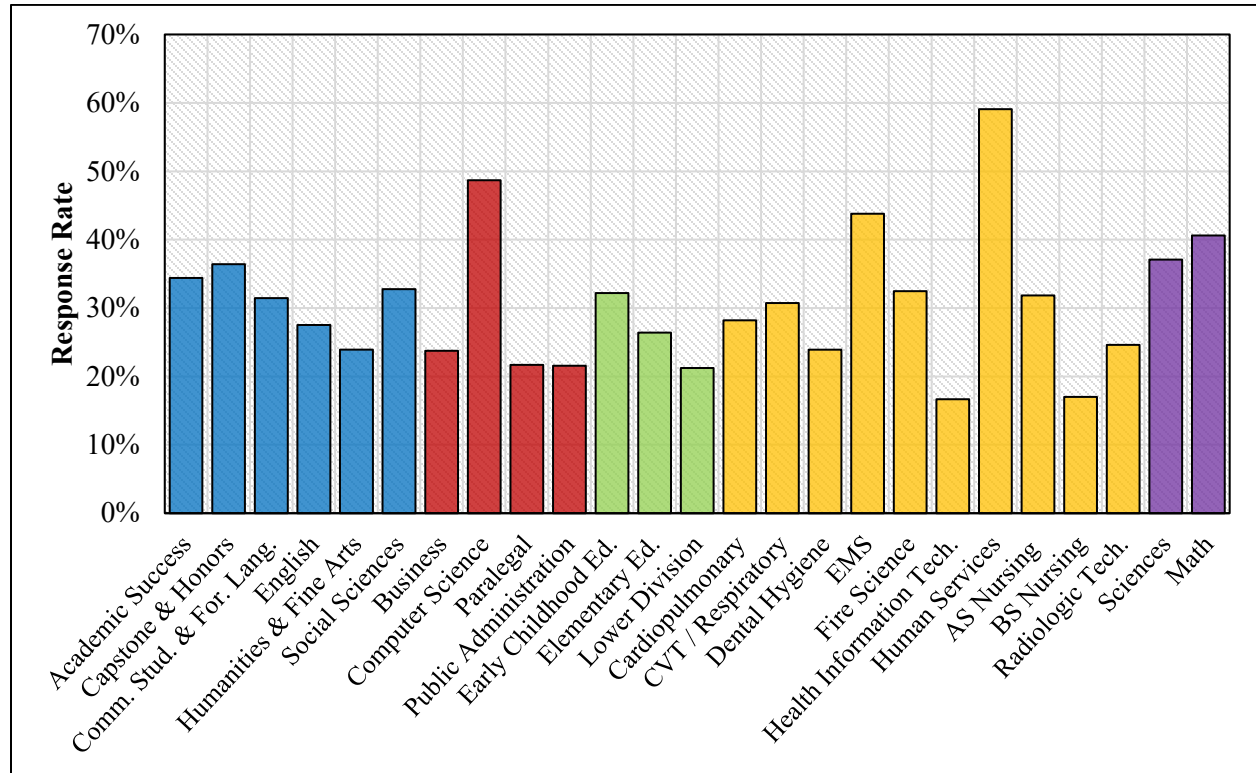

Figure 3. Response rate by department. Colors denoted by schools where the School of Arts, Humanities and Social Sciences is blue, red is the School of Business and Technology, green is the School of Education, orange is the School of Health Professions, and purple is the School of Pure and Applied Sciences.

4 EVALUATION RESULTS

A review of college-wide results for ordinal questions (Q1-11) is shown in Figure 4 below. The highest performing question is Q1, regarding clear grading criteria. Question 1 is consistently the highest performing since SOS 2.0 began in Fall 2021. The lowest performing are Q9 and Q3, regarding course engagement level and feedback level, respectively. These questions also are consistently the lowest performing since SOS 2.0 began.
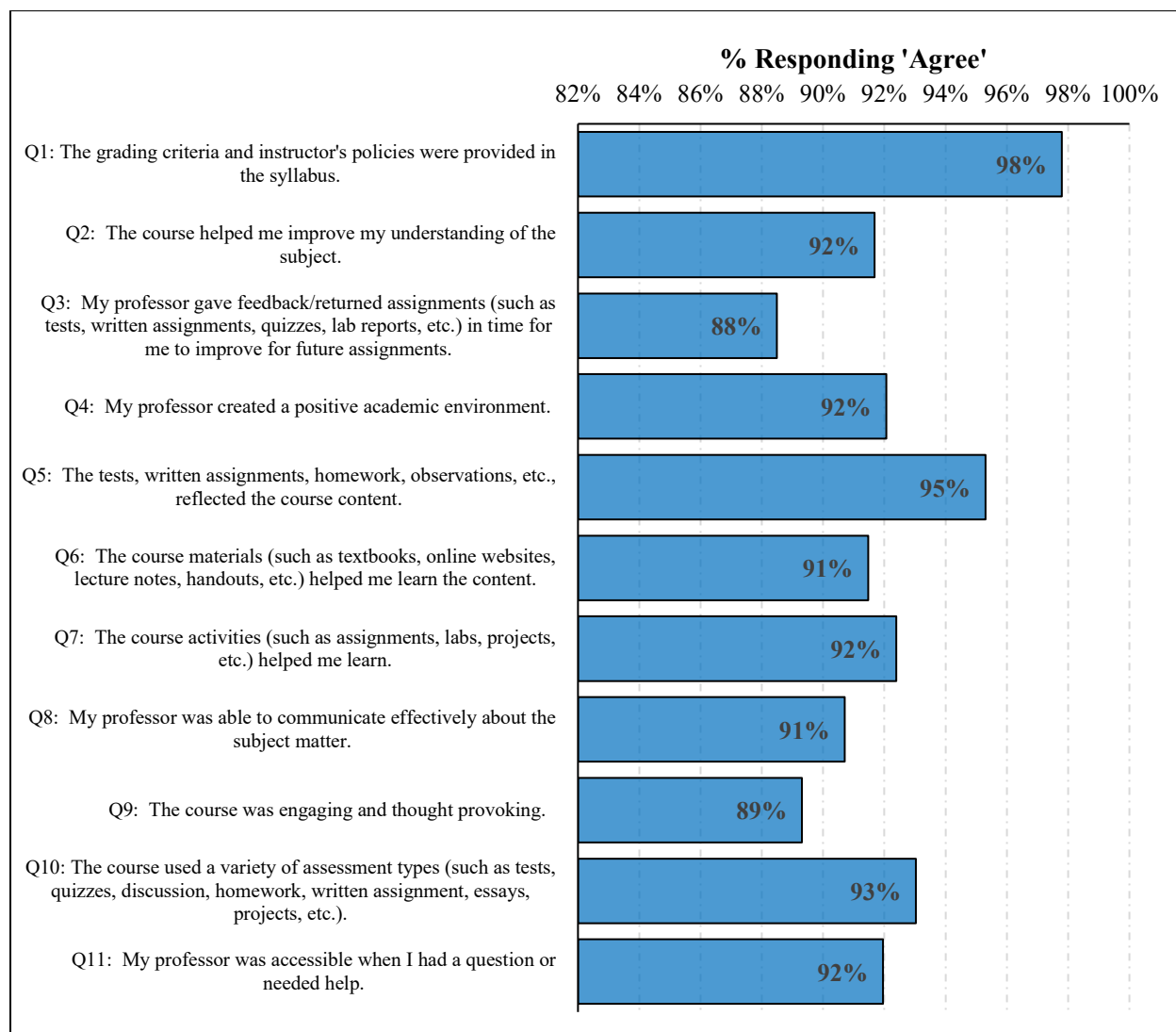
% Responding 'Agree'

Q1: The grading criteria and instructor's policies were provided in the syllabus.	98%
Q2: The course helped me improve my understanding of the subject.	92%
Q3: My professor gave feedback/returned assignments (such as tests, written assignments, quizzes, lab reports, etc.) in time for me to improve for future assignments.	88%
Q4: My professor created a positive academic environment.	92%
Q5: The tests, written assignments, homework, observations, etc., reflected the course content.	95%
Q6: The course materials (such as textbooks, online websites, lecture notes, handouts, etc.) helped me learn the content.	91%
Q7: The course activities (such as assignments, labs, projects, etc.) helped me learn.	92%
Q8: My professor was able to communicate effectively about the subject matter.	91%
Q9: The course was engaging and thought provoking.	89%
Q10: The course used a variety of assessment types (such as tests, quizzes, discussion, homework, written assignment, essays, projects, etc.).	93%
Q11: My professor was accessible when I had a question or needed help.	92%

Figure 4. College-wide Student Opinion Survey 2.0 results.

4.1 SCHOOL OF ARTS, HUMANITIES, & SOCIAL SCIENCES

A comparison of responses by department for the School of Arts, Humanities, and Social Sciences is shown below in Figure 5. In all six departments/disciplines Question 1 regarding grading criteria is the highest performing. The lowest performing includes Question 3 (English, Humanities & Fine Arts, and Social Science), Question 6 (Honors/Capstone), and Question 9 (Academic Success, Communication Studies/Foreign Language).
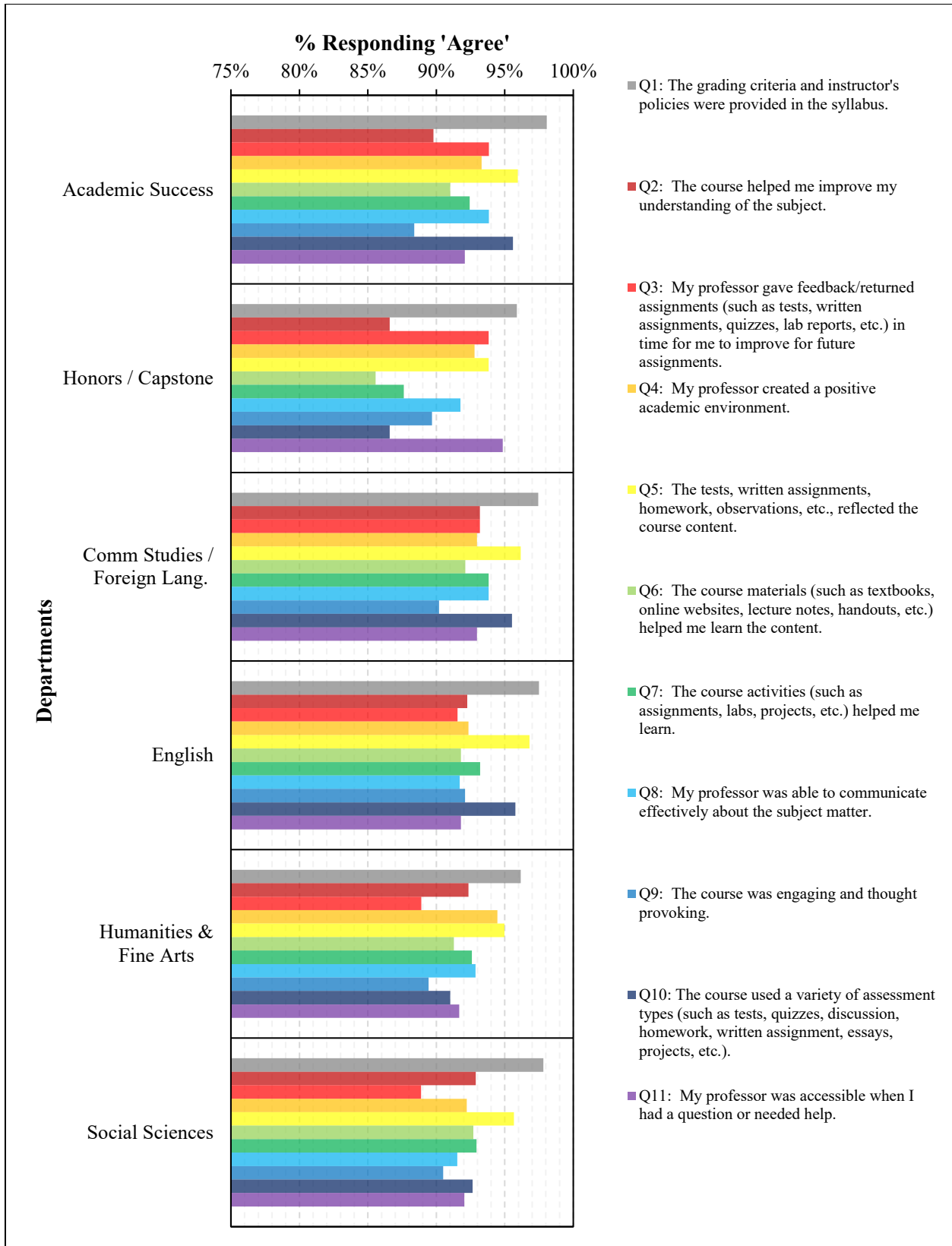
Figure 5. Comparison of SOS 2.0 percentage responding "Agree" by department for the School of Arts, Humanities, and Social Sciences.

4.2 SCHOOL OF BUSINESS & TECHNOLOGY

A comparison of responses by department/discipline for the School of Business and Technology is shown below in Figure 6. The highest performing is Question 1 for all departments. The lowest performing is Question 3 in Paralegal and Public Administration, Question 8 in Business, and Question 9 in Computer Science.
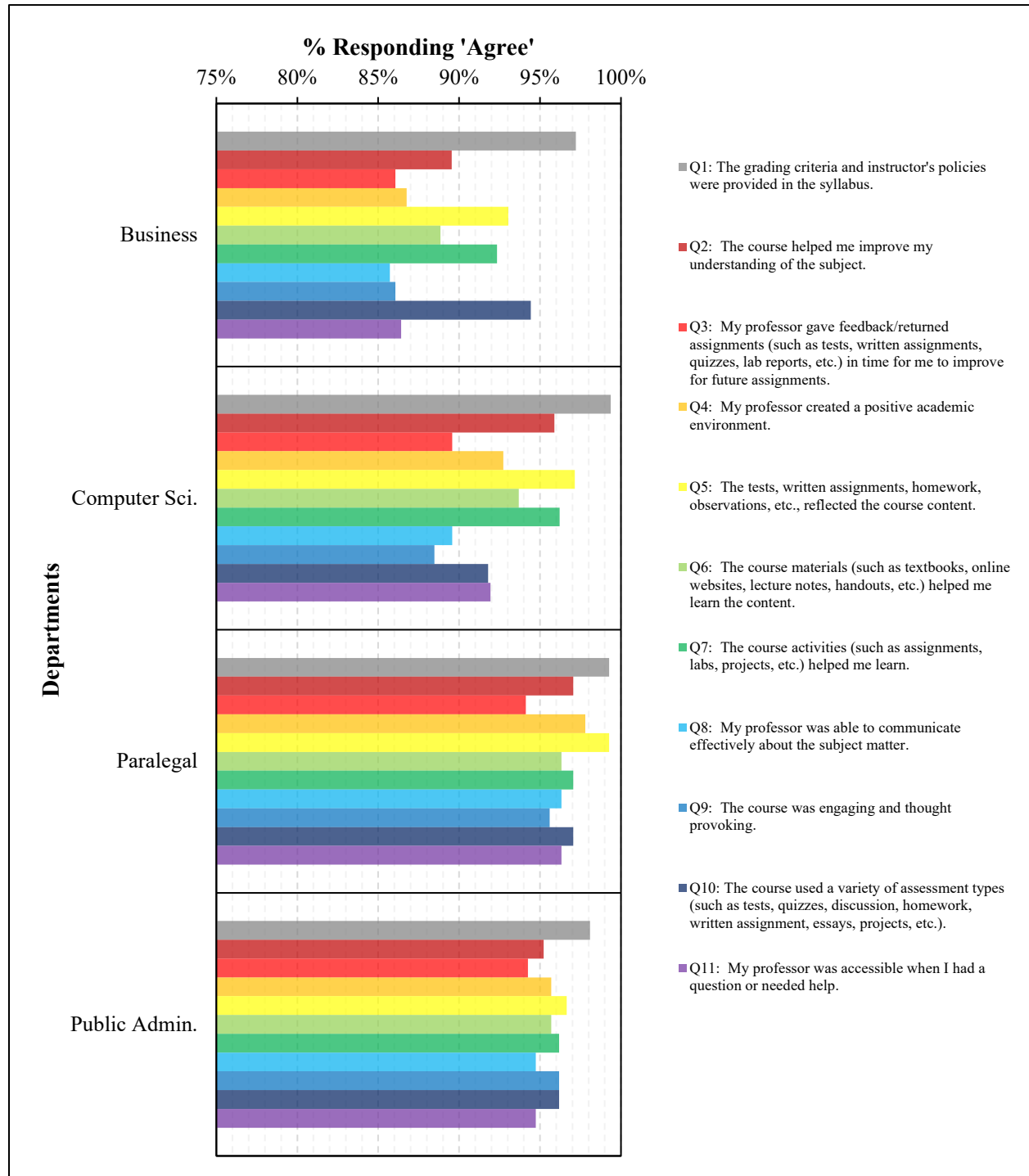

Figure 6. Comparison of SOS 2.0 percentage responding "Agree" by department for the School of Business and Technology.

4.3 SCHOOL OF EDUCATION

A comparison of responses by department/discipline for the School of Education is shown below in Figure 7. In Early Childhood Ed (ECE) Question 1 regarding grading criteria is the highest performing in Early Childhood Education and Elementary Education, while Question 10 is the highest in Lower Division. The lowest performing is Q3 for Elementary Education and Lower Division, and Q6 for Early Childhood Education.
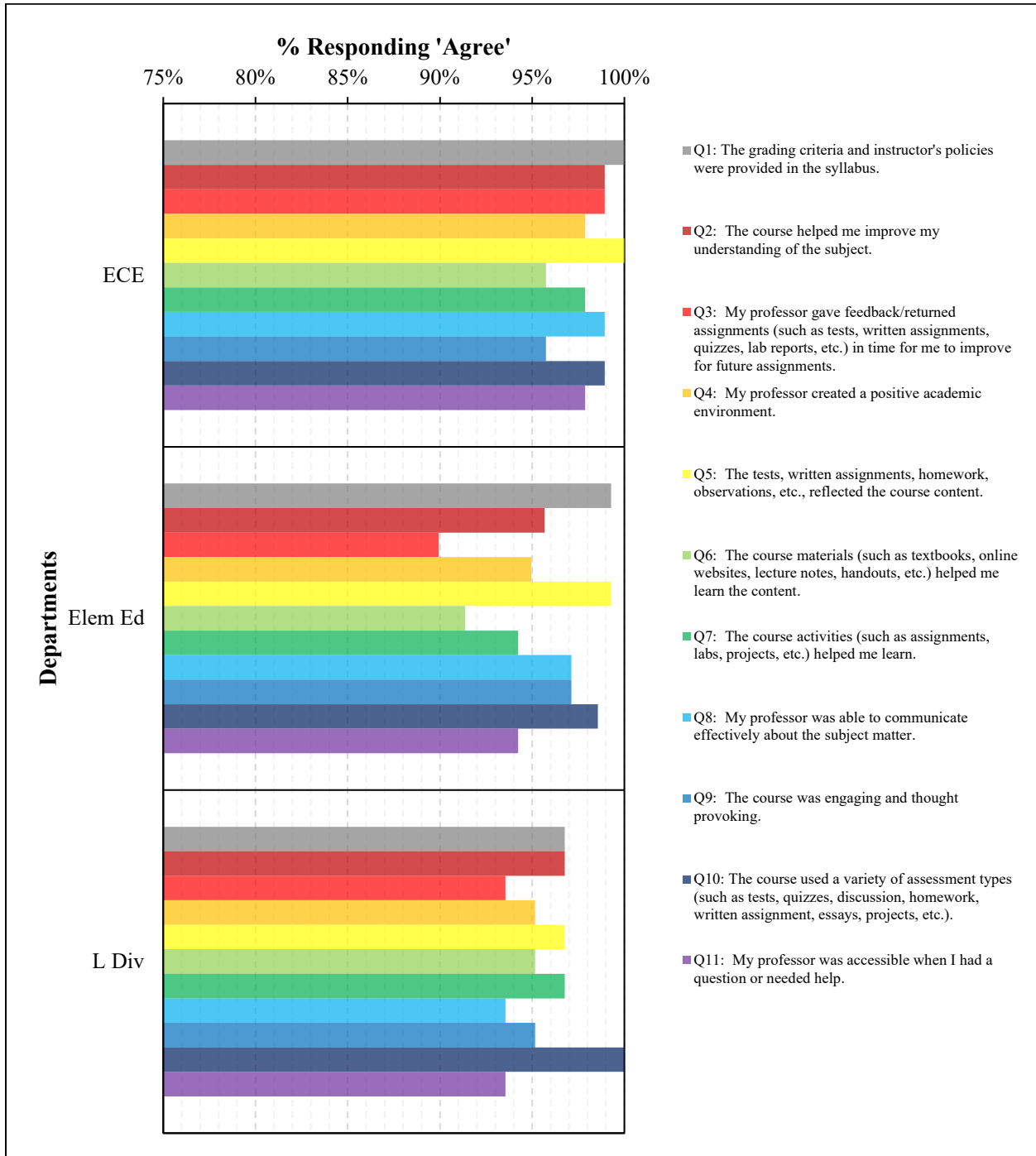

Figure 7. Comparison of SOS 2.0 percentage responding "Agree" by department for the School of Education.

4.4 SCHOOL OF HEALTH PROFESSIONS

A comparison of responses by department for the School of Health Professions is shown below in Figure 8. Responses vary greatly across departments. In seven of 10 departments, Question 1 regarding grading criteria is typically the highest performing. The lowest performing question varies across departments.
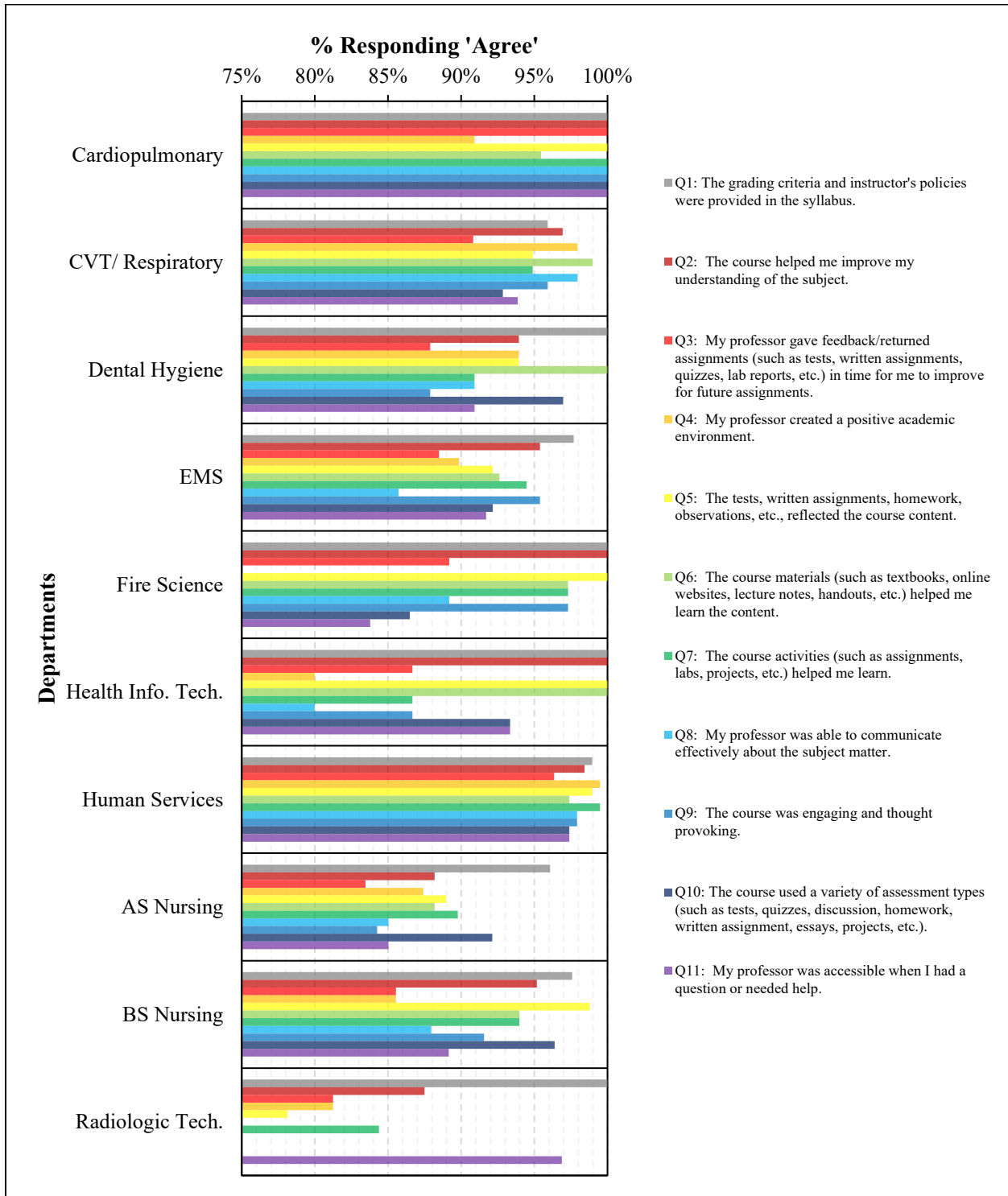

Figure 8. Comparison of SOS 2.0 percentage responding "Agree" by department for the School of Health Professions.

4.5   SCHOOL OF PURE & APPLIED SCIENCES

A comparison of responses by department for the School of Pure and Applied Sciences is shown below in Figure 9. In both departments, Question 1 regarding grading criteria is the highest performing. And in both departments, Question 3 regarding professor feedback is the lowest performing.
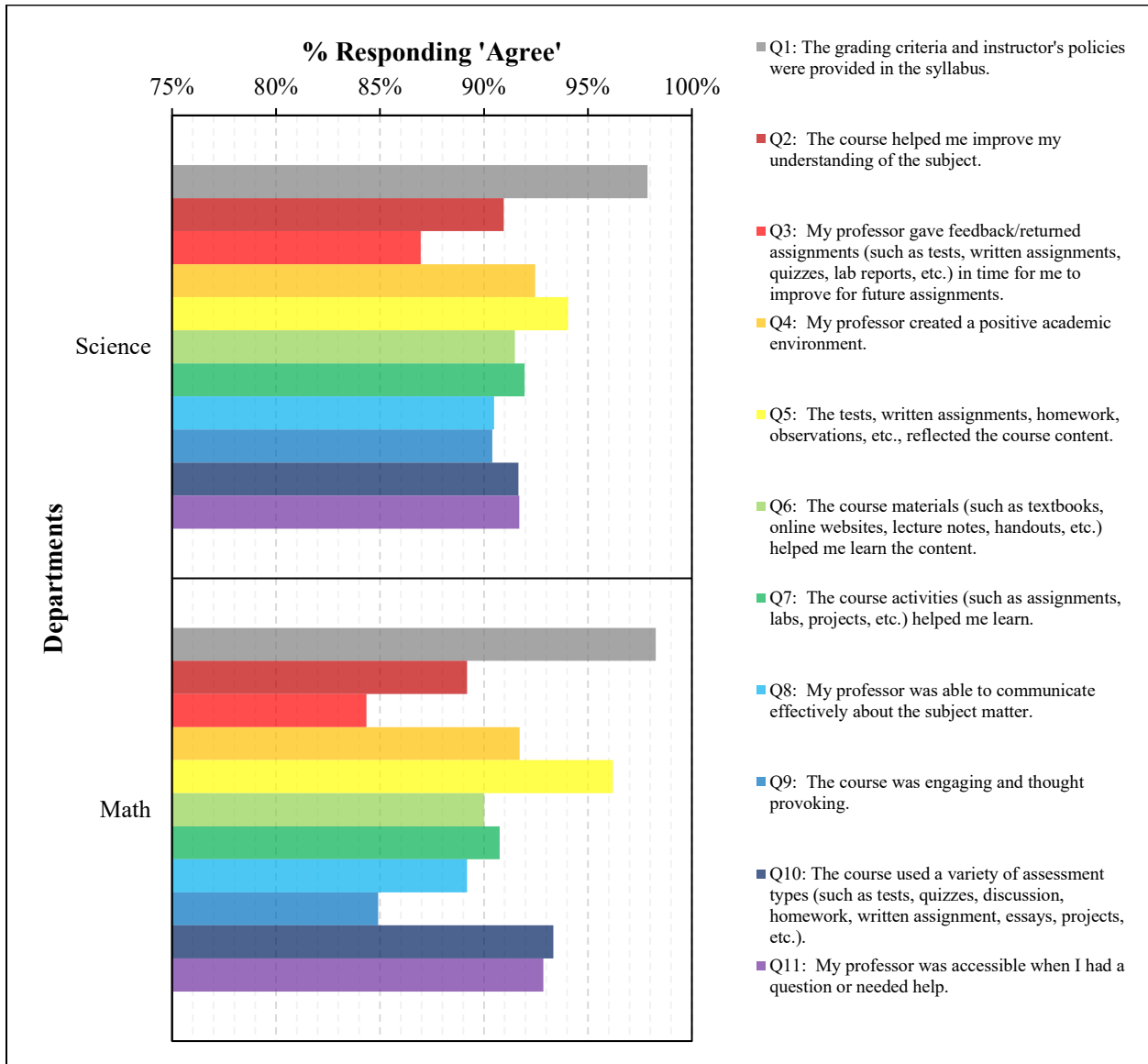
Figure 9. Comparison of SOS 2.0 percentage responding "Agree" by department for the School of Pure and Applied Sciences.

4.6   SOS 2.0 BY INSTRUCTION METHOD OR MODALITY

Comparisons of responses by instruction method or modality (concurrent DE) are shown in Figure 10 below. The largest range from highest-to-lowest for each question is Question 3, ranging from 83% for Concurrent DE to 95% for Blended. The smallest range from highest-to-lowest is Question 1, ranging from 97% in multiple areas to 99% in multiple areas.

Figure 10. Comparison of SOS 2.0 percentage responding "Agree" by instruction method.

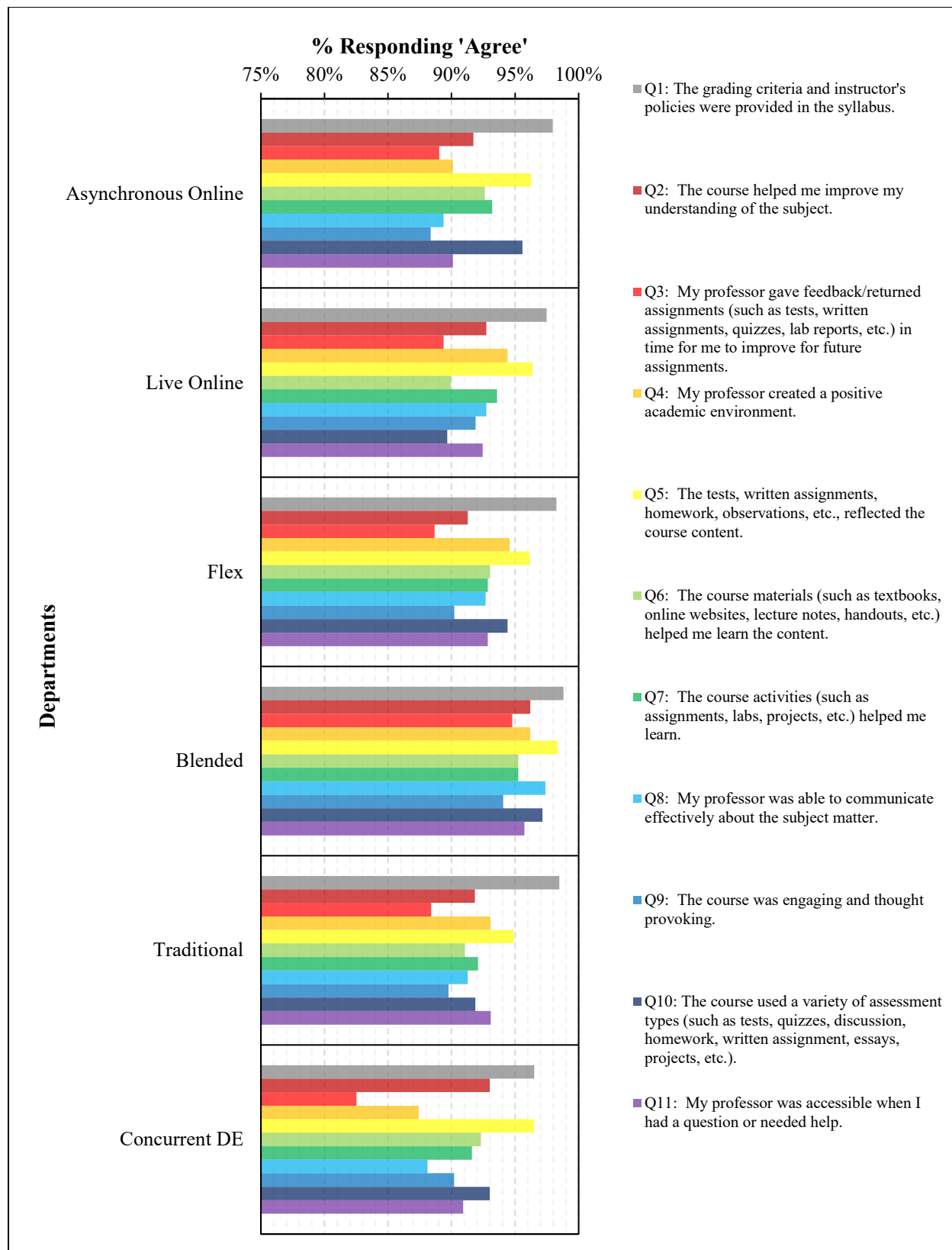- **Q1:** The grading criteria and instructor's policies were provided in the syllabus.
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- **Q3:** My professor gave feedback/returned assignments (such as tests, written assignments, quizzes, lab reports, etc.) in time for me to improve for future assignments.
- **Q4:** My professor created a positive academic environment.
- **Q5:** The tests, written assignments, homework, observations, etc., reflected the course content.
- **Q6:** The course materials (such as textbooks, online websites, lecture notes, handouts, etc.) helped me learn the content.
- **Q7:** The course activities (such as assignments, labs, projects, etc.) helped me learn.
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- **Q9:** The course was engaging and thought provoking.
- **Q10:** The course used a variety of assessment types (such as tests, quizzes, discussion, homework, written assignment, essays, projects, etc.).
- **Q11:** My professor was accessible when I had a question or needed help.

The chart's x-axis is labeled "% Responding 'Agree'" with values 75%, 80%, 85%, 90%, 95%, 100%. The y-axis is labeled "Departments" with categories: Asynchronous Online, Live Online, Flex, Blended, Traditional, Concurrent DE.

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). In Fall 2021, the SOS was replaced with the SOS 2.0, a more efficient version of the original, with similar questions that were more focused on instruction and activity in the classroom. This report details results of a college-wide evaluation conducted during the Spring 2023 term.

A drill-down of results are as follows:

1. In a study of response rates, spring 2023 exhibits a response rate of 33.2%, compared with 28.0% in fall 2022, 34.1% in spring 2022, 31.6% in fall 2021, 29.0% in spring 2021, 28.2% in fall 2020, 27.3% in spring 2020, 32.0% in fall 2019, 30.9% in fall 2018, 34.3% in fall 2017, and 22.7% in fall 2016.
   a. Traditional sections exhibit a 48.7% response rate, compared with 37.0% in fall 2022, 43.7% in spring 2022, 37.3% in fall 2021, 33.3% in spring 2021, 47.0% in fall 2020, 29.1% in spring 2020, 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.
   b. The response rate for Asynchronous Online is 24.9%, compared with 23.0% of fall 2022, 29.5% of spring 2022, 26.7% in fall 2021, 23.7% in spring 2021, and 23.3% in fall 2020.
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   f. Finally, concurrent dual enrollment (offsite) evaluations exhibit a response rate of 19.4%, compared with 22.3% in fall 2022, 37.9% in spring 2022, 41.4% in fall 2021, 11.9% in spring 2021, 45.4% in fall 2020, 11.1% in spring 2020, 46.1% in fall 2019, 33.3% in fall 2018, 26.5% in fall 2017, 11.1% in fall 2016, and 6% in 2015.
2. In a study of response rates by department, the departments with the highest response rates are Human Services at 59%, followed by Computer Science at 49%, and EMS, at 44%. The departments with the lowest response rates are Health Information Technology at 17%, followed by BS Nursing at 17%, and Education: Lower Division at 21%.
3. In a study of responses college-wide, the highest performing question is Q1, regarding clear grading criteria. Question 1 is consistently the highest performing since SOS 2.0 began in Fall 2021. The lowest performing are Q9 and Q3, regarding course engagement level and feedback level, respectively. These questions also are consistently the lowest performing since SOS 2.0 began.
4. In a study of responses by department for the School of Arts, Humanities, and Social Sciences, in all six departments/disciplines Question 1 regarding grading criteria is the highest performing. The lowest performing includes Question 3 (English, Humanities & Fine Arts, and Social Science), Question 6 (Honors/Capstone), and Question 9 (Academic Success, Communication Studies/Foreign Language).

5. In a study of responses by department for the School of Business and Technology, the highest performing is Question 1 for all departments. The lowest performing is Question 3 in Paralegal and Public Administration, Question 8 in Business, and Question 9 in Computer Science.
6. In a study of responses by department for the School of Education, in Early Childhood Ed (ECE) Question 1 regarding grading criteria is the highest performing in Early Childhood Education and Elementary Education, while Question 10 is the highest in Lower Division. The lowest performing is Q3 for Elementary Education and Lower Division, and Q6 for Early Childhood Education.
7. In a study of responses by department for the School of Health Professions, responses vary greatly across departments. In seven of 10 departments, Question 1 regarding grading criteria is typically the highest performing. The lowest performing question varies across departments.
8. In a study of responses by department for the School of Pure and Applied Sciences, in both departments, Question 1 regarding grading criteria is the highest performing. And in both departments, Question 3 regarding professor feedback is the lowest performing.
9. In a study comparing responses by instructional method or modality, the largest range from highest-to-lowest for each question is Question 3, ranging from 83% for Concurrent DE to 95% for Blended. The smallest range from highest-to-lowest is Question 1, ranging from 97% in multiple areas to 99% in multiple areas.

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