

**Seminole State College**  
**Student Feedback on Instruction**  
**2015-16**

**STUDENT FEEDBACK ON INSTRUCTION**

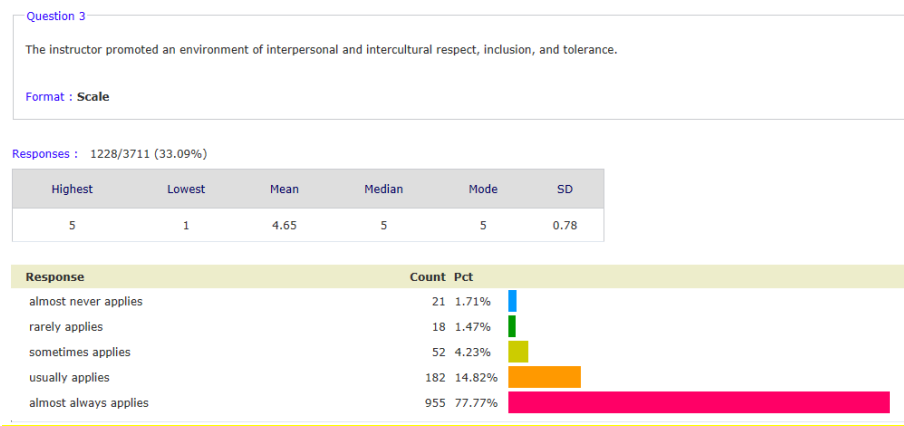
Each fall and spring semester all students in all classes are given the opportunity to provide assessment input via the *SSC Student Feedback on Instruction* process. The information is gathered anonymously via electronic means through Campus Cruiser. Students in online classes received the Student Feedback on Online Instruction Survey, while students in face-to-face classes received the Student Feedback on Classroom Instruction survey. The Assessment of Student Learning Committee revised the Student Feedback on Classroom Instruction survey to include an emphasis on engagement and success. Both surveys generate data that includes student opinions on instructor and course quality and effectiveness. Students are directed to complete the survey via emails through Campus Cruiser and in-class announcements by instructors. The survey consists of the combination of rated scale and essay/short answer questions. Rated-scale questions allow students to affirm or disagree to differing degrees with statements describing desired course attributes and instructor behaviors. The essay/short answer questions provide students the opportunity to submit personal observations and suggestions for improvement for the course and instructor. Each instructor has access to his/her feedback following the completion of the semester. The data can be aggregated by instructor and by course and may be manipulated for analysis in a number of ways. Appropriate supervisory and administrative personnel also have access to the feedback for the purpose of mentoring instructors and improving courses.

**2015-16 Student Feedback on Instruction Results**

***Student Feedback on Classroom Instruction***

A duplicated total of two thousand, eight hundred seventy-four students completed a total of 3,237 surveys during the fall and spring semesters. With 8,134 potential respondents, the rate of participation was 39.8%. Four hundred forty-six classes were surveyed, which resulted in redundant evaluations of 158 different faculty members. The survey consisted of fifteen rated-scale questions and three essay/short answer questions. The rated-scale questions used a five-point scale (1-5) with the questions phrased in such a way that 5 was always the most desirable answer.

The shaded figure below shows an example of one of the rated-scale questions and the coinciding results. The graphs indicated both the number and percentage of respondents that registered each of the scaled responses.



An average response or score can be calculated for each question based on the number and value of each scaled answer and the total number of respondents. For example, the average response score for question no. 3. "The instructor promoted an environment of interpersonal and intercultural respect, inclusion, and tolerance" was 4.65. Table 5 shows the average response scores for all of the rated-scale answers across the survey.

Table 5. 2015-16 Rated Scale Questions and Results to Classroom Instruction	
Rated Scale Questions That Applied to All Courses	Average Score
<i>Answer Options: (1) almost never applies (2) rarely applies (3) sometimes applies (4) usually applies (5) almost always applies</i>	
The instructor provided concise presentations and engaging, thought-provoking classroom activities that helped me learn.	4.62
The instructor consistently displayed energy and enthusiasm.	4.70
The instructor promoted an environment of interpersonal and intercultural respect, inclusion, and tolerance.	4.71
The instructor demonstrated a genuine concern for student success in the course.	4.65
The syllabus for this course clearly outlined the manner in which the instructor graded.	4.70
The syllabus for this course clearly defined the attendance policy and my responsibilities for this class.	4.78
The instructor taught the course in a manner consistent with the syllabus.	4.70
The instructor encouraged or required active participation.	4.66
The course materials helped me learn.	4.56
Exams or other evaluation methods consisted of topics outlined in class.	4.67
The use of audiovisual aids enhanced the course. (Audiovisual aids include items such as overheads, slides, films, whiteboards, SmartBoards, etc.)	4.63
Class presentations were well-prepared, organized, and used class time wisely.	4.63
The instructor graded tests, papers, and assignments based on established guidelines and provided feedback in a timely manner.	4.71
The instructor routinely provided information about student progress in the course.	4.50
The course met my overall expectations.	4.57

The average response scores ranged from 4.50 to 4.78 for the rated scale questions. Therefore, all of the averaged responses fell between "usually applies" and "almost always applies" with those responses describing desired attributes or behaviors. The average response score for the rated-scale questions pertaining to all classes was 4.65.

Students answered three essay/short answer questions. The questions were the following:

1. Would you recommend this course to another student?

2. What other questions or suggestions do you have about the course and/or the instructor?
3. Do you have any comments or suggestions about Cruiser?

For the first question, 98% of the responses affirmed that students would recommend the course to another student. Some of the students qualified the answers with statements such as “I would recommend this course to another student but I would let them know that the course is very fluid and flexible.” Responses to the second question are used by individual instructors for self-evaluation with appropriate changes made to increase student engagement and success. The third question responses varied on the intensity of the use of Cruiser in the class. If instructors used it for a few things such as grades and communication, the students approved of it. For more intense course use, the students voiced disapproval of Cruiser.

**Student Feedback on Online Instruction**

During the fall and spring semesters, online students completed eight hundred eighty-five surveys. The rate of participation was 45.0%. Fifty-three faculty members were redundantly evaluated in 102 courses. Nineteen rated-scale questions and two essay/short answer questions reflect student responses concerning online classes. The format of the online instruction survey follows the basic format of the classroom instruction survey with the rated scale questions using a five-point scale (1-5) with 5 always occurring as the most desirable answer. The results of the online instruction responses are reported using the same format as the question shown in the responses to the classroom instruction responses. Following the same format as the classroom instruction results, Table 6 gives the average response for all of the rated-scale answers on the online instruction survey.

Table 6. 2015-16 Rated Scale Questions and Results to Online Instruction	
Rated Scale Questions That Applied to All Courses	Average Score
<i>Answer Options: (1) almost never applies (2) rarely applies (3) sometimes applies (4) usually applies (5) almost always applies</i>	
The instructor introduced himself/herself online appropriately.	4.75
The instructor gave clear instructions on where to start and where to find course components.	4.59
The instructor has clear guidelines on course etiquette (sometimes called “netiquette”) that students must follow when communicating with other students or to the teacher (emails, message board, etc.)	4.62
The syllabus clearly outlines course and learning objectives.	4.70
The instructor provided a clear course grading policy in the syllabus.	4.66
The instructor created activities and assignments that allowed for class interaction.	4.24
The instructor stated and followed a plan for classroom response time and assignment feedback.	4.43
The instructor clearly stated student interaction and participation requirements.	4.49
The instructor’s course design followed logical, consistent, and efficient navigation through online components.	4.51
The course materials helped students prepare for class assignments.	4.45
Exams or other testing methods covered class topics.	4.56
The instructor treated students fairly and respectfully in this course.	4.68
The instructor graded exams and assignments fairly and accurately.	4.65
The instructor routinely provided student grades on exams, assignments, and participation via My Grades on Cruiser.	4.50
The instructor seemed to have adequate knowledge about the subject matter and was able to communicate this knowledge to the class.	4.61
The instructor indicated a willingness to help students and a concern for student progress.	4.48
Cruiser helped me easily communication with the instructor and other students (for example, through email and/or discussion boards).	4.65
It was easy to submit assignments and/or take assessments on Cruiser.	4.69
I received quality Cruiser support when needed.	4.58

For the rated scale questions, the range of average response scores was 4.24 to 4.75 showing that students responded with favorable answers to all of the rated-scale questions. Students responded with an average response of 4.57 to all of the rated-scale questions.

The two essay/short answer questions were as follows:

1. What other comments or suggestions do you have about the course and/or the instructor?
2. What other comments do you have about Cruiser?

Worded in this manner, the responses to these questions will be used by instructors to increase student engagement, improve online instruction, and improve online instruction use of Cruiser.

**2015-16 Student Feedback on Instruction Analysis**

The fact that the College’s average on the rated-scale questions was 4.70 on a 5.0 scale is taken as an indicator of overall positive feedback from students on classroom instruction. These averages fall close to the midpoint between the answers "usually applies" and "almost always applies" and were offered as positive affirmations to fifteen different statements regarding course effectiveness and classroom instruction. On all of these rated-scale questions, the most common answer was "almost always applies." Depending on the question, the "almost always applies" answers ranged between comprising 72.3% and 84.2% of the responses with an aggregate average of 77.8% for the whole survey. On all of the rated-scale questions, at least 86% of students responded either "almost always applies" or "usually applies" to each question and in many cases their combined total exceeded 90% of the answers on a given question.

(1) almost never applies	1.4%
(2) rarely applies	1.7%
(3) sometimes applies.	5.4%
(4) usually applies	13.7%
(5) almost always applies	77.8%

Table 7 shows the aggregate percentages of the rated-scale responses to questions offering the "almost always applies" type answers. It seems notable that the "almost always applies" and the "usually applies" responses comprise 91.5% of the aggregated responses for SSC.

The average for questions pertaining only to online courses was 4.57 and is taken as evidence that student satisfaction in online courses very closely mirrors that in classes overall. The most common answer on the rated-scale questions was “almost always applies” with this response having an aggregate response of 74.7%. The response “usually applies” had an aggregate response of 14.4%. Both of these together comprised 89.1% of the responses.