

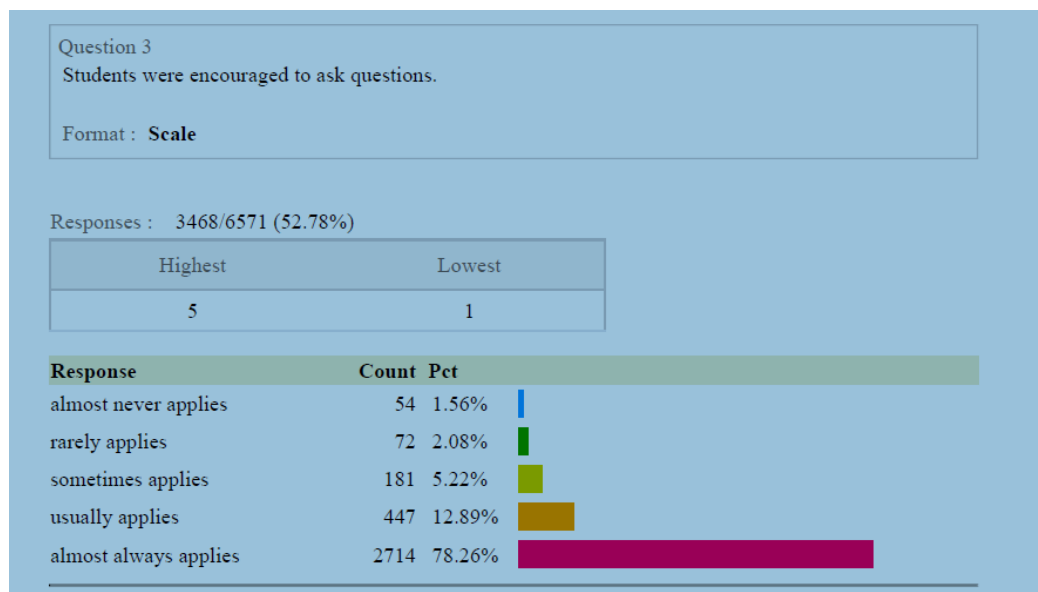
STUDENT FEEDBACK ON INSTRUCTION

Each fall 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. The survey generates 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 question 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.

Fall 2013 Student Feedback on Instruction Results

One thousand, eight hundred twenty-two students completed a total of 3,362 surveys during the fall 2013 semester. With 6,420 potential respondents, the rate of participation was 52.3%. Three hundred forty-five classes were surveyed, which resulted in redundant evaluations of 105 different faculty members. The survey consisted of thirty rated-scale questions and one essay/short answer question. 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. Eight of the rated-scale questions were answered only by students in online courses.

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. "Students were encouraged to ask questions" was 4.65. Table 5 shows the average response scores for all of the rated-scale answers across the survey. The lower section of the table shows the same data for questions that applied only to online courses.

Table 5. Fall 2013 Rated Scale Questions and Results

| 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 student syllabus for this course clearly outlined objectives for the course and the manner in which I will be graded. | | 4.71 |
| The student syllabus clearly defined the attendance policy and my responsibilities for this class. | | 4.75 |
| Students were encouraged to ask questions. | | 4.65 |
| Help was available during posted office hours. | | 4.63 |
| The course materials, textbook, Internet, handouts, etc., helped me prepare for the graded class assignments. | | 4.58 |
| The course-related activities lectures, discussions, projects, exercises, etc. increased my skills or knowledge about this subject. | | 4.57 |
| Exams or other testing methods covered the topics discussed in this class. | | 4.62 |
| The instructor was timely in providing feedback and returning examinations and/or assignments | | 4.57 |
| The audiovisual aids, overheads, slides, films, whiteboard, etc., increased my skills and/or knowledge about the subject matter. | | 4.55 |
| The instructional methods used in this course handouts, reviews, etc. helped me understand this subject at a new or deeper level. | | 4.52 |
| Class presentations were well prepared, organized, and used class time wisely. | | 4.55 |
| Students were treated fairly and respectfully in this course. | | 4.68 |
| Sufficient meeting time was allotted in the class schedule to cover course content. | | 4.63 |
| Test papers were graded fairly and accurately. | | 4.71 |
| Pertinent information about student progress in the course was routinely provided to the students. | | 4.54 |
| Course content compared favorably with my expectations for the course. | | 4.57 |
| The instructor demonstrated enthusiasm about the subject and teaching in general. | | 4.64 |
| The instructor seemed to have adequate knowledge about the subject matter and is able to communicate this knowledge of the class. | | 4.67 |
| As a result of taking this course my confidence in my ability to learn the subject matter increased. | | 4.54 |
| The instructor demonstrated a genuine concern for the student progress in the course. | | 4.57 |
| The instructor indicated a willingness to help students outside of regular class time. | | 4.57 |
| The course met my overall expectations. | | 4.54 |
| Rated Scale Questions That Applied Only to Online 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 technology used in this course supported the goals of the course. | | 4.57 |
| The technology facilitated my interactions with the instructor. | | 4.47 |
| The technology facilitated my interactions with classmates. | | 4.30 |
| It was easy to use technology for this course. | | 4.54 |
| The technology in this course worked well. | | 4.52 |
| I received adequate technical support when necessary. | | 4.50 |
| The technology part of the course was well organized, easy to navigate and logical. | | 4.52 |
| Technology provided multiple opportunities for student input throughout the course. | | 4.47 |

The average response scores ranged from 4.30 to 4.75 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 4.57. The average response score for rated-scale questions pertaining only to online courses was 4.49.

Due to concern about the essay/short answer question wording, the essay/short answer question was changed from "What did you like about the course?" to "What other comments or suggestions do you have about the course and/or the instructor?" This question drew 1,023 responses campus-wide. Previous concern had been that the wording of the question prompted a disproportionate number of positive responses. Even with the new wording, responses were overwhelmingly positive. However, the responses mainly focused on the instructor with a few references to other concerns such as outdated lab equipment.

Fall 2013 Student Feedback on Instruction Analysis

The fact that the College average on the rated-scale questions was 4.57 on a 5.0 scale is taken as an indicator of overall positive feedback from students on classroom instruction. The average for questions pertaining only to online courses was 4.49 and is taken as evidence that student satisfaction in online courses very closely mirrors that in classes overall. These averages fall close to the midpoint between the answers "usually applies" and "almost always applies" and were offered as positive affirmations to twenty-nine 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 66.1% and 83.3% of the responses with an aggregate average of 74.0% for the whole survey. On all of the rated-scale questions, at least 80% 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. Table 6 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 88.0% of the aggregated responses for SSC.

| | |
|----------------------------------|-------|
| (1) almost never applies | 2.4% |
| (2) rarely applies | 1.9% |
| (3) sometimes applies. | 7.7% |
| (4) usually applies | 14.0% |
| (5) almost always applies | 74.0% |

The last question that applied to all courses was modified from the previous survey. The previous question used the scaled answers (1) poor, (2) below average, (3) average, (4) above average, and (5) excellent and was the question "What was your overall perception of this course?" In the prior year, this question scored the lowest average (4.33) of all of the rated-scale questions. Close inspection of the available answer selections led to the speculation that the answer with a value of (3), "average," was perceived as a more positive response than its counterpart "sometimes applies" on the other rated scale-questions. The Assessment of Student Learning Committee rephrased the question to "The course met my overall expectations" thus allowing the use of the same scale applied to other responses. This resulted in a score more reflective of the average of the other scores in the survey. The Assessment of Student Learning Committee did consider the addition of one or two more essay/short answer questions in the hope of improving the variability and usefulness of the responses but chose not to alter the survey any further at this time. The committee will continue to evaluate the survey annually.