

RESEARCH BRIEF

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Student Survey of Instruction

In Fall and Spring semesters, St. Petersburg College (SPC) administers the Student Survey of Instruction. Students are asked to provide feedback on instruction using a 7-point scale where 7 indicates the highest rating and 1 indicates the lowest rating. Several variations of the survey exist for lecture, non-lecture, clinical, and an on-line version for eCampus. The purpose of the survey is to determine how students enrolled at the College evaluate the course and faculty to provide information for improvement of the quality of instruction. This brief focuses on the lecture and non-lecture versions of the survey since the majority of students enroll in these types of courses.

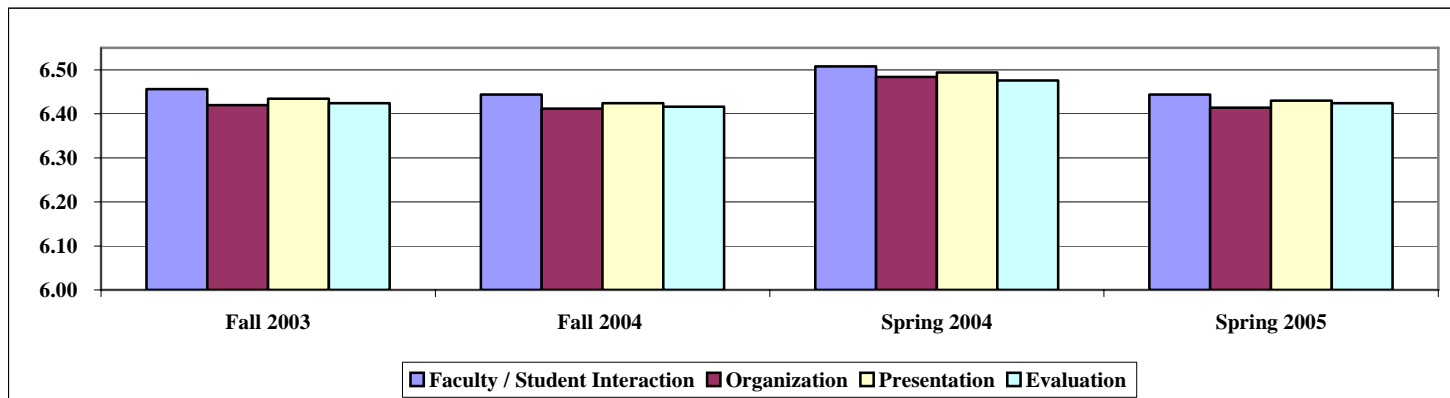
The questions are grouped into four categories; faculty/student interaction, organization, presentation, and evaluation, as defined below:

- **Faculty/Student Interaction** – focuses on how successful the faculty was in encouraging students to excel, the time spent on relevant course material, and responding to concerns and questions both inside and outside of the classroom.
- **Organization** – deals with clear instructions, defined objectives, relevant course materials, and whether the assignments were challenging.
- **Presentation** – focuses on course expectations and grading policies, applying the stated grading policies consistently and impartially, and giving applicable course assignments including quizzes and exams.
- **Evaluation** – focuses specifically on the instructor and how well they are prepared, show enthusiasm for course, whether they spend time on course related activities, speak clearly and distinctly, explain subject matter thoroughly, and evenly assign material throughout the term.

Lecture

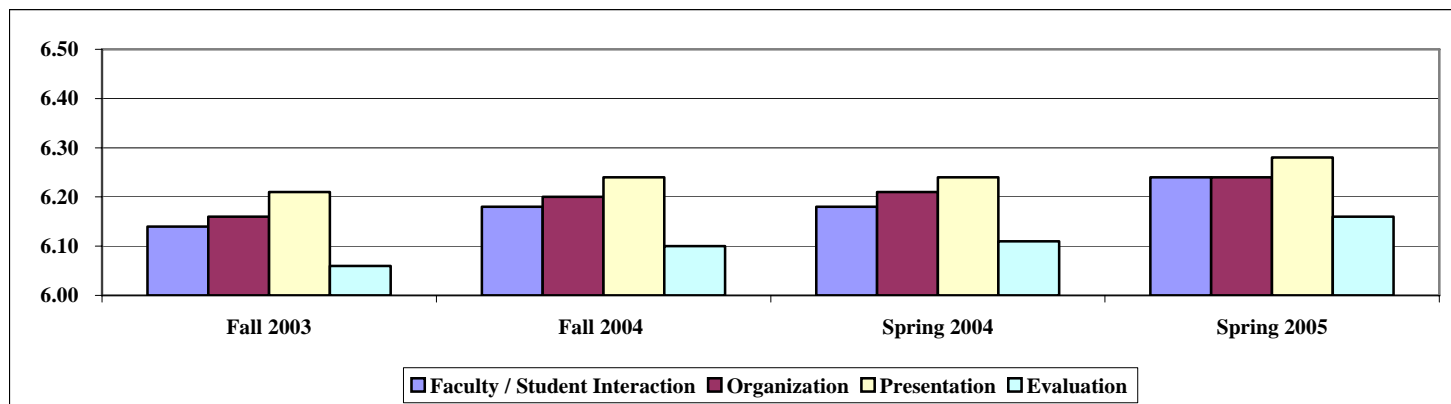
Traditional Face-to-Face classroom instruction uses the lecture version of the survey. The survey is distributed to all students enrolled in traditional sections; approximately 60% for students enrolled in Fall and 55% of students enrolled for Spring completed the survey. Chart 1 shows the collegewide traditional classroom composite scores for each category for Fall 2003, Fall 2004, Spring 2004 and Spring 2005. The mean score for every semester and every category was 6.41 or higher with Spring 2004 reporting the highest scores for all categories. This is impressive since other college student surveys strive for a mean score of 5 or higher on a 7-point rating scale.

Chart 1
Collegewide Student Survey of Instruction Mean Scores by Category
Lecture



The on-line survey information was included in this section since questions were the same or similar in content for these two surveys. For more information on the difference in the wording of the questions, please refer to Project Eagle Research Capsule #4 (<http://www.spcollege.edu/eagle/research/perc/perc4.htm>). The on-line survey is provided to every section. Approximately 20% for students enrolled in Fall and 24% of students enrolled in the Spring participate in the survey. Several options are being explored to increase the response rate. Chart 2 shows the eCampus composite scores for each category for Fall 2003, Fall 2004, Spring 2004 and Spring 2005. The mean score for every semester and every category was 6.06 or higher with Spring 2005 reporting the highest scores for all categories. In addition, the scores for all categories have been steadily increasing since Fall 2003.

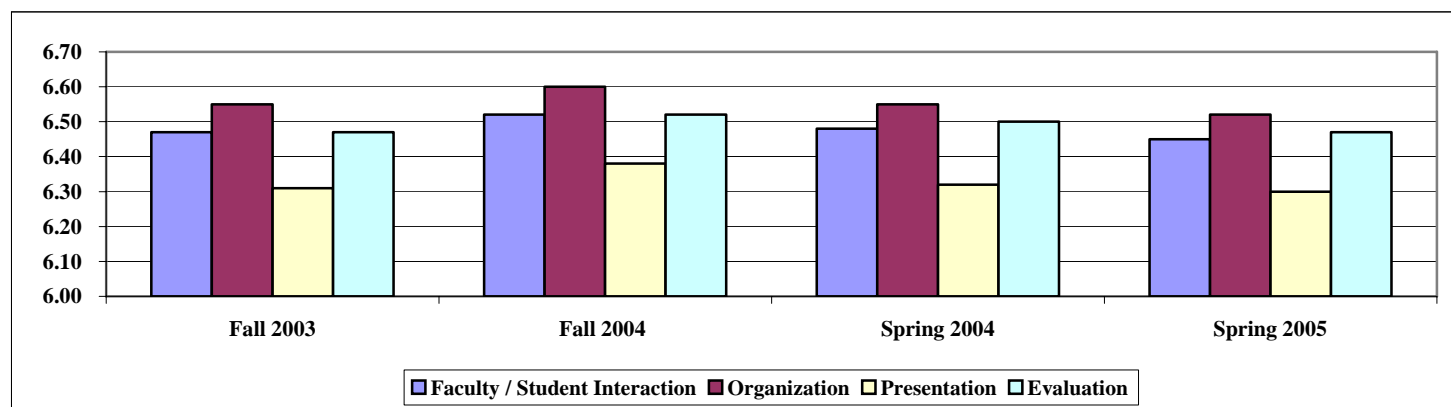
Chart 2
eCampus Student Survey of Instruction Mean Scores by Category



Non-Lecture

Lab courses and self-paced or directed individual study use this version of the survey. The following chart shows the collegewide composite scores for each category for Fall 2003, Fall 2004, Spring 2004 and Spring 2005. Approximately 40% for students enrolled in Fall and 59% of students enrolled in the Spring participate in the survey. The mean scores exceed 6.29 for all categories with some variation from semester to semester.

Chart 3
Collegewide Student Survey of Instruction Mean Scores by Category
Non-Lecture



Summary

The purpose of the survey is to determine how students enrolled at the College evaluate the course and faculty to provide information for improvement of the quality of instruction. The lecture and non-lecture versions of the survey were evaluated since the majority of students enroll in these types of courses. In all versions, the mean score for every semester and every category exceeds 6.00. In addition, the scores for eCampus have been steadily increasing and Spring 2005 shows scores a high of 6.28 for Presentation and low of 6.16 for Evaluation. These ratings are impressive since other college student surveys strive for a mean score of 5 or higher on a 7-point rating scale. These results suggest general satisfaction with the faculty, course organization, presentation, and evaluation.