Introduction

• 2017 FSCJ Graduate Survey data as of 7/1/17

• Survey Question 26 (open text entry)
  • Reflecting on your entire FSCJ experience, list areas in which the college needs improvement

• Of 1,074 student survey responses 402 (37.4%) included usable text comments, processed using IBM-SPSS Text Analytics for Surveys (TAS)

• Respondent demographics (age, race/ethnicity, gender, award, modality) were also captured

• 12 coding categories (model nodes) were created
Uncategorized (unusable) Response Examples

- Blanks/null, nothing entered
- Entered “Non-Responses” including random word/character entries
  - I can not think of something
  - Unknown
  - None I can immediately think of
  - I cannot think of any for now
  - None that I encountered
  - Was to busy doing the school work to pay attention to things that needed to be improved on
  - I don't know
  - I am not sure. It's not that bad.
Text Analytics Terms and Techniques

• A form of qualitative analysis, involving the extraction of useful information from text (e.g., open-ended responses) so that key ideas or concepts can be grouped into a number of categories or nodes

• IBM-SPSS TAS uses a combination of automated linguistic and statistical techniques to maximize reliability. Computational linguistic techniques\(^1\) are used to extract key concepts automatically and both linguistic and statistical algorithms are used to create categories

• Linguistic resources include libraries of type dictionaries
  • Extractions include concepts, types, concept patterns, type patterns

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1. Natural Language Processing (NLP)
Analytical modeling is an iterative process, just like sculpture. When we are satisfied that we have the best model (among alternatives), we can use the model (or deploy it) to make decisions...

Model Categories

The following 12 categories (nodes) were created. Each student comment was coded into one or more categories.

- Classes-Curriculum
- Institutional
- Faculty/Instruction
- Advising-Student Services
- Distance/Online
- Financial Aid
- Food
- Facilities/Security
- Text Books
- Tutoring
- Technology
- Library
## Coded Output Excerpt (categories and demographics)

<table>
<thead>
<tr>
<th>Id</th>
<th>Response</th>
<th>Categories</th>
<th>GENDER</th>
<th>RACE</th>
<th>AGE</th>
<th>MODALITY</th>
<th>AWARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>56</td>
<td>Financial aid, advising, overall morale, food options</td>
<td>Advising-Student... Financial Aid... Food</td>
<td>female</td>
<td>White</td>
<td>25 or over</td>
<td>Hybrid</td>
<td>A.A. (Associate in Arts)</td>
</tr>
<tr>
<td>57</td>
<td>The advisors at downtown campus are lazy and they are not very helpful I had to wait like hours every time I go there.</td>
<td>Advising-Student...</td>
<td>female</td>
<td>Asian or Asian American</td>
<td>25 or over</td>
<td>Classroom</td>
<td>A.A. (Associate in Arts)</td>
</tr>
<tr>
<td>58</td>
<td></td>
<td></td>
<td>male</td>
<td>White</td>
<td>25 or over</td>
<td>Classroom</td>
<td>A.A. (Associate in Arts)</td>
</tr>
<tr>
<td>59</td>
<td></td>
<td></td>
<td>female</td>
<td>Black or African American</td>
<td>25 or over</td>
<td>Classroom</td>
<td>A.A. (Associate in Arts)</td>
</tr>
<tr>
<td>60</td>
<td></td>
<td>Classes-Curricul...</td>
<td>female</td>
<td>American India</td>
<td>18 to 24 years</td>
<td>Hybrid</td>
<td>A.A. (Associate in Arts)</td>
</tr>
<tr>
<td>61</td>
<td></td>
<td></td>
<td>male</td>
<td>Hispanic</td>
<td>25 or over</td>
<td>Distance</td>
<td>Workforce Certificate</td>
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<tr>
<td>62</td>
<td></td>
<td></td>
<td>female</td>
<td>Black or African American</td>
<td>25 or over</td>
<td>Hybrid</td>
<td>A.A. (Associate in Arts)</td>
</tr>
<tr>
<td>63</td>
<td></td>
<td>Advising-Student...</td>
<td>male</td>
<td>White</td>
<td>18 to 24 years</td>
<td>Hybrid</td>
<td>T.C. (Technical Certificate)</td>
</tr>
<tr>
<td>64</td>
<td>does not think out impact on students or possible complications of new tech systems prior to implementing - lack of training customer service personnel everyone gives a different answer to one question - constantly changing student requirements (I have changed my student id 4 times) Every time I set foot on campus for a new semester I spend more than an hour acclimating to new requirements prior to even getting to register, apply for a program, buy a book, etc. It is extremely frustrating.</td>
<td>Institutional Classes-Curricul... Advising-Student... Faculty/Instruction Technology Text Books</td>
<td>female</td>
<td>White</td>
<td>25 or over</td>
<td>Hybrid</td>
<td>B.S.N. (Bachelor of Science in Nursing)</td>
</tr>
<tr>
<td>65</td>
<td></td>
<td></td>
<td>female</td>
<td>Black or African American</td>
<td>25 or over</td>
<td>Distance</td>
<td>B.S.N. (Bachelor of Science in Nursing)</td>
</tr>
</tbody>
</table>

Note, a response may be coded into no (0), or 1 or more node(s)
2017 FSCJ Graduate Survey Improvement Area Comments Individual Category Counts

Reflecting on your entire FSCJ experience, list areas in which the college needs improvement (n = 1,174 text responses)

- Classes-Curriculum: 197
- Institutional: 194
- Faculty/Instruction: 121
- Advising-Student Services: 110
- Distance/Online: 54
- Financial Aid: 44
- Food: 22
- Facilities/Security: 20
- Text Books: 17
- Tutoring: 14
- Technology: 13
- Library: 5
# Shared Response Table (≥ 10 only)

<table>
<thead>
<tr>
<th>Category 1</th>
<th>Category 1 Count</th>
<th>Category 2</th>
<th>Category 2 Count</th>
<th>Shared Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes-Curriculum</td>
<td>197</td>
<td>Institutional</td>
<td>194</td>
<td>105</td>
</tr>
<tr>
<td>Classes-Curriculum</td>
<td>197</td>
<td>Faculty/Instruction</td>
<td>121</td>
<td>70</td>
</tr>
<tr>
<td>Classes-Curriculum</td>
<td>197</td>
<td>Advising-Student Services</td>
<td>110</td>
<td>44</td>
</tr>
<tr>
<td>Faculty/Instruction</td>
<td>121</td>
<td>Institutional</td>
<td>194</td>
<td>38</td>
</tr>
<tr>
<td>Advising-Student Services</td>
<td>110</td>
<td>Institutional</td>
<td>194</td>
<td>34</td>
</tr>
<tr>
<td>Institutional</td>
<td>194</td>
<td>Faculty/Instruction</td>
<td>121</td>
<td>31</td>
</tr>
<tr>
<td>Distance/Online</td>
<td>54</td>
<td>Classes-Curriculum</td>
<td>197</td>
<td>25</td>
</tr>
<tr>
<td>Institutional</td>
<td>194</td>
<td>Advising-Student Services</td>
<td>110</td>
<td>17</td>
</tr>
<tr>
<td>Advising-Student Services</td>
<td>110</td>
<td>Faculty/Instruction</td>
<td>121</td>
<td>15</td>
</tr>
<tr>
<td>Classes-Curriculum</td>
<td>197</td>
<td>Distance/Online</td>
<td>54</td>
<td>14</td>
</tr>
<tr>
<td>Institutional</td>
<td>194</td>
<td>Distance/Online</td>
<td>54</td>
<td>13</td>
</tr>
<tr>
<td>Classes-Curriculum</td>
<td>197</td>
<td>Financial Aid</td>
<td>44</td>
<td>12</td>
</tr>
<tr>
<td>Faculty/Instruction</td>
<td>121</td>
<td>Advising-Student Services</td>
<td>110</td>
<td>12</td>
</tr>
<tr>
<td>Institutional</td>
<td>194</td>
<td>Financial Aid</td>
<td>44</td>
<td>12</td>
</tr>
<tr>
<td>Distance/Online</td>
<td>54</td>
<td>Institutional</td>
<td>194</td>
<td>11</td>
</tr>
<tr>
<td>Faculty/Instruction</td>
<td>121</td>
<td>Distance/Online</td>
<td>54</td>
<td>11</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>44</td>
<td>Institutional</td>
<td>194</td>
<td>10</td>
</tr>
</tbody>
</table>
2017 FSCJ Graduate Survey Improvement Area Comments Shared Category Counts (>10)

Reflecting on your entire FSCJ experience, list areas in which the college needs improvement (n = 1,174 text responses)

- Classes-Curriculum & Institutional: 105
- Classes-Curriculum & Faculty/Instruction: 70
- Classes-Curriculum & Advising-Student Services: 44
- Faculty/Instruction & Institutional: 38
- Advising-Student Services & Institutional: 34
- Institutional & Faculty/Instruction: 31
- Distance/Online & Classes-Curriculum: 25
- Institutional & Advising-Student Services: 17
- Advising-Student Services & Faculty/Instruction: 15
- Classes-Curriculum & Distance/Online: 14
- Institutional & Distance/Online: 13
- Institutional & Financial Aid: 12
- Faculty/Instruction & Advising-Student Services: 12
- Classes-Curriculum & Financial Aid: 12
- Faculty/Instruction & Distance/Online: 11
- Distance/Online & Institutional: 11
- Financial Aid & Institutional: 10
Shared Comments

Model Web View of Category Counts Links
197
194
121
110
44
17
5
22
13
20
54
8/29/2017
14
197
Classes-Curriculum
1
Advising-Student Services
110
Food
22
Food
22
Tutoring
14
Library
5
Institutional
194
Facilities/Security
20
Faculty/Instruction
121
Text Books
17
Technology
54
Distance/Online
44
Financial Aid
0
Respondents
200
150
100
50
0
Shared Responses
120
100
930
Response
food services, advising
Categories
Advising-Student Services
Food
GENDER
female
RACE
Black or African American
AGE
16 to 24 years
MODALITY
Hybrid
AWARD
A.A. (Associate in Arts)
Online learners need to be more available for questions, financial aid and advising need to be better at guiding us where to go for answers.
<table>
<thead>
<tr>
<th>Id</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>380</td>
<td>Some of the textbooks had online resources available, but they were not made available to the students.</td>
</tr>
</tbody>
</table>

- **Categories:**
  - Classes-Curriculum
  - Faculty/Instruction
  - Text Books

- **Gender:** Female
- **Race:** White
- **Age:** 25 or over
- **Modality:** Distance
- **Award:** A.S. (Associate in Science)
Classes, we need more class schedules. -Let students park in the employee parking after hours.
-More in classroom, and flex hours.

Classes-Curriculum, Facilities/Security, Institutional

Gender: Female
Race: Asian or Asian American
Age: 25 or over
Modality: Hybrid

B.A.S. (Bachelor in Applied Science)

Financial Aid

Institutional

Facilities/Security

Text Books
The financial aid experience was difficult and slow.

Financial aid is a disaster. I always encountered an issue.
641
A majority of the instructors do not seem to care if students learn, they just throw out a curriculum and demand it be followed. I would like to see educators who are excited to teach and not just checking in for a paycheck. Advising is a joke - at ALL campuses. Most of the advisors are belligerent and devoid of any professionalism. I am shocked that they are the face of this organization that could do so much better.

582
Teaching advice on how to better advise students. Took 4 extra classes I don't need because an advisor told me I had to. Lost money, time, and it dropped my GPA.
<table>
<thead>
<tr>
<th>Id</th>
<th>Response</th>
<th>Categories</th>
<th>GENDER</th>
<th>RACE</th>
<th>AGE</th>
<th>MODALITY</th>
<th>AWARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>103</td>
<td>classroom, online</td>
<td>Classes-Curriculum, Distance/Online</td>
<td>female</td>
<td>Black or African American</td>
<td>25 or over</td>
<td>Hybrid</td>
<td>B.A.S. (Bachelor in Applied Science)</td>
</tr>
<tr>
<td>107</td>
<td>Instructor availability for online courses</td>
<td>Classes-Curriculum, Distance/Online, Faculty/Instruction</td>
<td>male</td>
<td>White</td>
<td>25 or over</td>
<td>Classroom</td>
<td>A.S. (Associate in Science)</td>
</tr>
<tr>
<td>110</td>
<td>The class scheduling leaves something to be desired. Some classes are only available online, which I do not prefer to take, but have to as it's required for my degree.</td>
<td>Classes-Curriculum, Distance/Online, Institutional</td>
<td>male</td>
<td>White</td>
<td>25 or over</td>
<td>Hybrid</td>
<td>B.S. (Bachelor of Science)</td>
</tr>
<tr>
<td>989</td>
<td>There were some classes only available online that if made available in class I could have benefitted from more.</td>
<td>Classes-Curriculum, Distance/Online</td>
<td>male</td>
<td>Hispanic</td>
<td>25 or over</td>
<td>Hybrid</td>
<td>B.A.S. (Bachelor in Applied Science)</td>
</tr>
</tbody>
</table>
145
I think the school would benefit from investing more in the faculty but if that means prices will go up OK.

154
I was extremely disappointed with my experience in the psychology and Spanish departments. The instructors were not very helpful at the least bit. Both fields seemed like they were more interested in receiving a paycheck rather than helping their students. The psychology department was more focused on religion and were complete Christian biased tyrants.
### Id 254
**Response:** Availability of advisors and staff, curriculum structure, library hours, availability.

<table>
<thead>
<tr>
<th>Categories</th>
<th>GENDER</th>
<th>RACE</th>
<th>AGE</th>
<th>MODALITY</th>
<th>AWARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes-Curriculum, Advising-Student Services, Institutional Library</td>
<td>male</td>
<td>Black or African American</td>
<td>25 or over</td>
<td>Hybrid</td>
<td>B.A.S. (Bachelor in Applied Science)</td>
</tr>
<tr>
<td>Id</td>
<td>Response</td>
<td>Categories</td>
<td>GENDER</td>
<td>RACE</td>
<td>AGE</td>
</tr>
<tr>
<td>-----</td>
<td>---------------------------------------------------------------------------</td>
<td>------------------------------------------------------</td>
<td>--------</td>
<td>--------------</td>
<td>-----------</td>
</tr>
<tr>
<td>107</td>
<td>Instructor availability for online courses</td>
<td>Classes-Curriculum, Distance/Online, Faculty/Instruction</td>
<td>male</td>
<td>White</td>
<td>25 or over</td>
</tr>
<tr>
<td>208</td>
<td>Some professors read straight from powerpoints - no need to go to class for that</td>
<td>Classes-Curriculum, Faculty/Instruction</td>
<td>female</td>
<td>Asian or Asian American</td>
<td>25 or over</td>
</tr>
<tr>
<td>281</td>
<td>The online courses were very impersonal, and often times the professor did not communicate adequately, inevitably resulting in me failing a class because a professor did not respond to an important question I had regarding the final paper.</td>
<td>Classes-Curriculum, Faculty/Instruction Advising-Student, Distance/Online, Institutional</td>
<td>male</td>
<td>White</td>
<td>18 to 24 years</td>
</tr>
</tbody>
</table>
Correlation Matrix

Category pairs with higher positive r-values (Pearson’s r) tend to have responses coded into their categories more often compared to category pairs with low r-values.

<table>
<thead>
<tr>
<th>Financial Aid</th>
<th>Library</th>
<th>Technology</th>
<th>Distance/Online</th>
<th>Food</th>
<th>Text Books</th>
<th>Advising-Student Services</th>
<th>Tutoring</th>
<th>Faculty/Instruction</th>
<th>Facilities/Security</th>
<th>Institutional Classes-Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Aid</td>
<td>1.000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td>-0.014</td>
<td>1.000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology</td>
<td>0.157</td>
<td>-0.007</td>
<td>1.000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distance/Online</td>
<td>0.038</td>
<td>-0.016</td>
<td>0.138</td>
<td>1.000</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Food</td>
<td>0.036</td>
<td>0.183</td>
<td>0.047</td>
<td>-0.003</td>
<td>1.000</td>
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<tr>
<td>Text Books</td>
<td>0.087</td>
<td>-0.009</td>
<td>0.128</td>
<td>0.039</td>
<td>-0.018</td>
<td>1.000</td>
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<tr>
<td>Advising-Student Services</td>
<td>0.101</td>
<td>0.022</td>
<td>0.052</td>
<td>0.063</td>
<td>0.038</td>
<td>0.006</td>
<td>1.000</td>
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</tr>
<tr>
<td>Tutoring</td>
<td>-0.024</td>
<td>0.113</td>
<td>-0.012</td>
<td>-0.026</td>
<td>0.041</td>
<td>-0.015</td>
<td>0.015</td>
<td>1.000</td>
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<td></td>
</tr>
<tr>
<td>Faculty/Instruction</td>
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<td>0.105</td>
<td>0.130</td>
<td>0.161</td>
<td>0.032</td>
<td>0.120</td>
<td>0.142</td>
<td>0.089</td>
<td>1.000</td>
<td></td>
</tr>
<tr>
<td>Facilities/Security</td>
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<td>0.092</td>
<td>-0.015</td>
<td>0.031</td>
<td>-0.020</td>
<td>0.038</td>
<td>-0.024</td>
<td>-0.016</td>
<td>0.060</td>
<td>1.000</td>
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<td>0.199</td>
<td>0.052</td>
<td>0.096</td>
<td>0.250</td>
<td>0.074</td>
<td>0.362</td>
<td>0.151</td>
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<td>Classes-Curriculum</td>
<td>0.157</td>
<td>0.109</td>
<td>0.156</td>
<td>0.320</td>
<td>0.016</td>
<td>0.113</td>
<td>0.189</td>
<td>0.052</td>
<td>0.364</td>
<td>0.113</td>
</tr>
</tbody>
</table>

1074 sample size

± .060 critical value of r .05 (two-tail)
± .079 critical value of r .01 (two-tail)
<table>
<thead>
<tr>
<th>Id</th>
<th>Response</th>
<th>Categories</th>
<th>GENDER</th>
<th>RACE</th>
<th>AGE</th>
<th>MODALITY</th>
<th>Category Count</th>
<th>AWARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>715</td>
<td>Online classes are boring, same format regurgitates book through discussions, project and quizzes and often only class type available. Could easily be replaced by any class elsewhere. Why more expensive? Random and feel chaotic. Lacks interaction and experience of professor. Would be ok for those who prefer but give those who don't other options. Most professors are good but some are terrible. May as well be online, no help from them. If I wanted that format I would not have taken time out for hybrid class.</td>
<td>Institutional Classes-Curriculum Distance/Online Faculty/Instruction</td>
<td>Female</td>
<td>White</td>
<td>25 or over</td>
<td>Hybrid</td>
<td>4</td>
<td>B.A.S. (Bachelor in Applied Science)</td>
</tr>
<tr>
<td>592</td>
<td>Stop assigning mandatory group projects to every single course... Make these kids think for themselves. Nothing worse than somebody sitting by on someone else's work. I can't even count how many &quot;group projects&quot; I had to complete alone.</td>
<td>Institutional Classes-Curriculum Faculty/Instruction</td>
<td>Male</td>
<td>White</td>
<td>25 or over</td>
<td>Hybrid</td>
<td>3</td>
<td>B.S. (Bachelor of Science)</td>
</tr>
<tr>
<td>640</td>
<td>FSCJ could use a boost in student involvement and campus experience. More specifically, encouraging students to be proactive and challenging students to excel in and out of the classroom.</td>
<td>Institutional Classes-Curriculum Faculty/Instruction</td>
<td>Male</td>
<td>White</td>
<td>18 to 24 years</td>
<td>Hybrid</td>
<td>3</td>
<td>A.A. (Associate in Arts)</td>
</tr>
<tr>
<td>680</td>
<td>Scheduling of student type activities. More awareness should be placed on knowing the specific campus and planning according the the demographics which are attending. Example game days and student life game competitions may not be attractive or supported by a campus whose student demographics are largely adult coming to class and leaving to carry on with the working day.</td>
<td>Institutional Classes-Curriculum Faculty/Instruction</td>
<td>Male</td>
<td>Black or African American</td>
<td>25 or over</td>
<td>Hybrid</td>
<td>3</td>
<td>B.A.S. (Bachelor in Applied Science)</td>
</tr>
</tbody>
</table>