

# Correspondence Packet Study

Office of Academic Services

Spring 2012

Lassen Community College

Kayleigh Carabajal Ph.D.

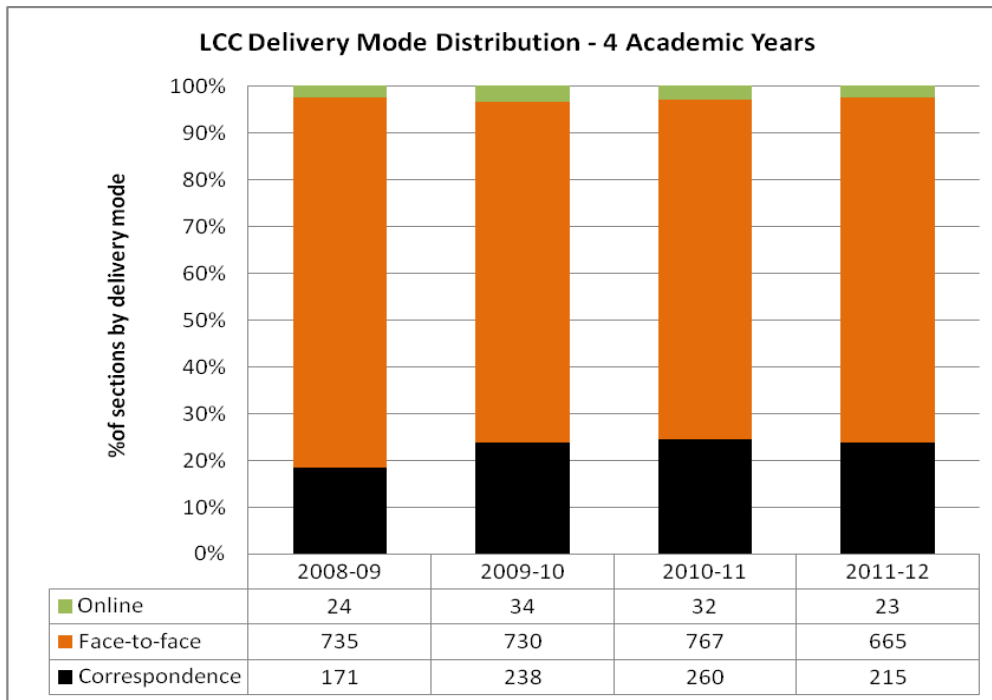
## Executive Summary

Distance education delivered via correspondence is a critical component of the Lassen Community College (LCC) academic portfolio. In 2010-11AY the 260 correspondence sections represented 25% of the total (N=1059) number of sections and garnered fully 33% of the FTES earned. The number of correspondence sections grew rapidly for three academic years. As can be seen from **Figure 1**, the number of sections declines for 2011-12 as the college implements the Educational Master Plan which emphasizes growth in face-to-face and online delivery and moves the balance in portfolio modality away from such a large percentage of correspondence sections.

Table 1: LCC Sections for 4 Academic Years

| Delivery Mode  | LCC Sections |         |             |         |
|----------------|--------------|---------|-------------|---------|
|                | 2008-09      | 2009-10 | 2010-11     | 2011-12 |
| Correspondence | 171          | 238     | <b>260</b>  | 215     |
| Face-to-face   | 735          | 730     | 767         | 665     |
| Online         | 24           | 34      | 32          | 23      |
| <b>TOTAL</b>   | 930          | 1002    | <b>1059</b> | 903     |

Figure 1: LCC Delivery Mode Distribution for 4 Academic Years



For comprehensive correspondence program data the reader is referred to the *Snapshot Correspondence Study 2010-2011* completed in April 2012. The results of that study

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indicate similar course retention rates but lower success rates for correspondence courses (60%) as compared to a higher rate for face-to-face instruction (70%).

The intent of the current study is to gather information to support raising the level of student success in these critical sections. The study objectives are fourfold:

- To identify best practices in teaching via correspondence delivery
- To assess the level of adherence to correspondence packet academic standards and expectations set forth by the LCC Academic Senate
- To provide data for the design of professional development activities for current and future correspondence faculty at the college
- To gather data on student satisfaction as a baseline for comparison as interventions are implemented in the production and implementation of packet improvements

The methodology included a correspondence packet examination and a student course evaluation survey.

Results include:

Packet examination:

- A key finding from this study indicates fewer than one-half of spring 2012 correspondence packets are rated as equivalent to a face-to-face on-campus course. This is primarily due to lack of lecture notes and assignments that align with the Course Outline expectations and requirements.
- Although multiple examples of best practices are found, the majority of course packets do not comply with Academic Senate standards for these instructional support materials.
- Professional development for faculty teaching via correspondence is immediately indicated. The Chickering and Gamson framework is recommended for embedding good teaching practices in these courses (see page 9).

Student course evaluation survey:

- Students report high levels of satisfaction with the clarity of test, assignment and grading expectations, and the largest majority of students indicate instructors are meeting their learning needs, are adequately covering the course material and would recommend these instructors to others.

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- Late or no feedback from instructors is the single largest issue expressed by correspondence students whose comments are rated as “generally negative”. In contrast, of the students whose comments are rated as “generally positive”, prompt feedback from instructors contributes heavily to their positive rating.
- Interestingly, students use the word “challenging” most frequently as a positive descriptor for their coursework. Many students are motivated by challenging coursework and assignments and request more challenging tests and/or projects for such courses in the future.

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## Methodology

There were two components of the Correspondence Packet Study: a packet examination and a student course evaluation survey.

### 1. Packet Examination

The Dean of Academic Services examined a copy of all correspondence course packets distributed to students in spring 2012 (N=55). The examination compared the contents of the packets to a set of requirements (Appendix A) as indicated in the *Faculty Handbook* and *Correspondence Faculty Handbook*<sup>1</sup>.

### 2. Survey Administration

We mailed a student course evaluation survey instrument to all students enrolled in correspondence courses in spring 2012 during the 6<sup>th</sup> week of the term to assure an adequate response rate from both community students and those housed in correctional institutions (incarcerated students).

Of the 1,176 inventory instruments mailed, 681 were returned. Thirty one surveys failed to meet the completeness criteria ( $\geq 70\%$  survey completion) or contained excessively derogatory/defamatory comments and were excluded in the analysis. The resulting response rate for valid surveys was 55.3% (n=650).<sup>2</sup>

To allay faculty concerns regarding the use of the survey results, we emailed all faculty explaining that this survey was not part of the standard cyclic evaluation as stipulated in the LCFA contract. The email dated 3/18/2012 read:

....*“Correspondence Study: This study is a comprehensive exploration of the correspondence program at LCC. We have 2,417 students (unduplicated headcount) enrolled in spring 2012. Of those 1,165 are enrolled in at least one correspondence course. This study is aimed at better understanding the correspondence delivery system and the study includes several components:*

1. *Reviewing each correspondence packet for completeness as measured by the requirements set forth in the faculty handbooks approved by the Academic Senate*
2. *Examination of quantitative data extracted from Datatel regarding trends in course retention and success rates*
3. *Lastly, gathering qualitative data via a correspondence course survey. The evaluation instrument, approved in the LCFA contract, was sent to every correspondence student. Because many correspondence students are enrolled in more than one course, we labeled the surveys to identify the courses*

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<sup>1</sup> Approved by Academic Senate August 25, 2011 and available at: <http://www.lassencollege.edu/academics/faculty-resources/>

<sup>2</sup> A sample size of 650 at a 99% confidence level provides a maximum margin of error of plus or minus 3.36%. In theory in 99 out of 100 administrations of this survey results would not differ more than 3.36% in either direction than they would if all students enrolled in correspondence courses in Spring 2012 (N=1,176) returned a completed survey.

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*individually. Experiences vary by course and in this way, students could react based upon specific courses.*

*A special note regarding labeling the surveys: Seven full-time tenured and tenure-track faculty members are participating in their regular cyclical evaluation this term. The majority of them teach correspondence sections providing an addition reason for labeling the surveys. Student evaluation results for those faculty members will be collected and reported back to them in the post-evaluation conference, a matter of our routine evaluation process.*

*For the remainder of the surveys, I will strip all of the identifying information and then tabulate the results. The results will be reported only in the aggregate – please remember, this is an evaluation of the program as a whole – not individual faculty members.”*

Kayleigh Carabajal Ph.D., Dean of Academic Services

### **Format of the Report**

The results appear in 4 sections. The first section focuses on areas of excellence and identifies best practices in teaching via correspondence delivery in the 55 packets reviewed in the study. Section 2 assesses the level of adherence to correspondence packet academic standards and expectations set forth by the LCC Academic Senate. Recommendations for the design of professional development activities for current and future correspondence faculty at the college make up section 3. Section 4 reports the results of the student course evaluation survey administered in March, 2012. Included in the Appendices are the packet review instrument and data/responses to each component of the study.



## Results

### Section 1: Best Practices

In March 1987, the American Association of Higher Education first published "*Seven Principles of Good Practice in Undergraduate Education*." These seven principles are the result of a meta-analysis of 50 years of research on best practice in teaching principles by Chickering and Gamson<sup>3</sup>. These principles apply to teaching and learning in any delivery environment and are widely applied in distance education delivery modalities. They include:

- 1. Encourages Contact Between Students and Faculty** Frequent student-faculty contact in and out of classes is the most important factor in student motivation and involvement. Faculty concern helps students get through rough times and keep on working. Knowing a few faculty members well enhances students' intellectual commitment and encourages them to think about their own values and future plans.
- 2. Develops Reciprocity and Cooperation Among Students** Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning. Sharing one's own ideas and responding to others' reactions sharpens thinking and deepens understanding.
- 3. Encourages Active Learning** Learning is not a spectator sport. Students do not learn much just by sitting in classes listening to teachers, memorizing pre-packaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences and apply it to their daily lives. They must make what they learn part of themselves.
- 4. Gives Prompt Feedback** Knowing what you know and don't know focuses learning. Students need appropriate feedback on performance to benefit from courses. When getting started, students need help in assessing existing knowledge and competence. In classes, students need frequent opportunities to perform and receive suggestions for improvement. At various points during college, and at the end, students need chances to reflect on what they have learned, what they still need to know, and how to assess themselves.
- 5. Emphasizes Time on Task** Time plus energy equals learning. There is no substitute for time on task. Learning to use one's time well is critical for students and professionals alike. Students need help in learning effective time management. Allocating realistic amounts of time means effective learning for students and effective teaching for faculty. How an institution defines time expectations for students, faculty, administrators, and other professional staff can establish the basis of high performance for all.
- 6. Communicates High Expectations** Expect more and you will get more. High expectations are important for everyone -- for the poorly prepared, for those unwilling to exert themselves, and for the bright and well motivated. Expecting students to perform well becomes a self-fulfilling prophecy when teachers and institutions hold high expectations for themselves and make extra efforts.
- 7. Respects Diverse Talents and Ways of Learning** There are many roads to learning. People bring different talents and styles of learning to college. Brilliant students in the seminar room may be all thumbs in the lab or art studio. Students rich in hands-on experience may not do so well with theory. Students need the opportunity to show their talents and learn in ways that work for them. Then they can be pushed to learn in new ways that do not come so easily.

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<sup>3</sup> Chickering, Arthur W. and Gamson, Zelda F. (1987). Seven Principles for Good Teaching in Undergraduate Education. *AAHE Bulletin* 39, 3-7.

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The comprehensive examination revealed numerous examples of the application of these principles in the 55 correspondence packets.

Table 2: LCC Correspondence Packet Best Practices

| <b>Principle</b>  | <b>Examples found in the Spring 2012 Correspondence Packets</b>  |
|---|--|
| <b>1. Encourages contact between students and faculty</b>     | <ul style="list-style-type: none"> <li>• Warm and welcoming introductory letter included</li> <li>• Appropriate contact information provided</li> <li>• Student information form included (e.g., Why are you enrolled in this class? What is your experience with this content?)</li> <li>• Positive tone throughout (e.g., explanations and lecture notes) with limited use of <b>bold</b>, <u>underlining</u> and <b>CAPITALIZATION</b></li> <li>• Interaction sheets paced throughout the term - specific to assignments and exercises</li> <li>• Student choice of assignments provided - with request for prior instructor approval</li> <li>• Inclusion of jokes, cartoons, poems, and/or quotes to increase connectedness</li> <li>• Writing in the first person – “I” and “you” – not in the third person – “the student will...”</li> </ul> |
| <b>2. Develops reciprocity and cooperation among students</b> | <ul style="list-style-type: none"> <li>• Assignments that ask students to respond to questions posed by former students or students in face-to-face courses</li> </ul>   |
| <b>3. Encourages active learning</b>                          | <ul style="list-style-type: none"> <li>• Assignments that encourage students to apply the concepts learned in the course</li> <li>• Lecture notes that pose and intersperse meaningful questions</li> <li>• Assignments that provide an opportunity for active review of materials (e.g., “now use what you’ve learned to fill in this table...”, grammar checklists, etc.)</li> </ul>   |
| <b>4. Gives prompt feedback</b>                               | <ul style="list-style-type: none"> <li>• Feedback sheets provided – with an explanation of what type of feedback the student can expect from the instructor</li> <li>• A clear explanation of what type of feedback the instructor expects from the student</li> </ul>   |
| <b>5. Emphasizes time on task</b>                             | <ul style="list-style-type: none"> <li>• Course calendar included with realistic study time expectations (e.g., 3-unit course time expectations summing to 51 hours interacting with materials and 102 additional hours of study time)</li> <li>• Early warning of assignments that require additional time/effort</li> </ul>  |
| <b>6. Communicates high expectations</b>                      | <ul style="list-style-type: none"> <li>• Examples of exemplary student work provided</li> <li>• Rubrics provided to students with clear grading criteria</li> <li>• Statements included with expectations – “this is college-level work”, “send a draft for early feedback so you will know how your work will be graded”)</li> <li>• Modeling best practice with regard to typos, spelling, style (MLA, APA, Chicago, etc.), organization and presentation of materials</li> <li>• Incorporating expectations aligned with the four Institutional Learning Outcomes as well as the Course Student learning Outcomes               <ul style="list-style-type: none"> <li>○ Communication</li> <li>○ Critical Thinking</li> <li>○ Life Long Learning</li> <li>○ Personal/Interpersonal Responsibility</li> </ul> </li> </ul>                         |
| <b>7. Respects diverse talents and ways of learning</b>       | <ul style="list-style-type: none"> <li>• Varied types of assignments, exercises and assessments</li> <li>• Interesting and relevant assignments</li> <li>• Assignments that call upon prior knowledge and experience</li> </ul>  |

## Section 2: Packet Compliance with Academic Senate Standards

Standards for course syllabi and correspondence packets are set by the Academic Senate and communicated to faculty through two documents: the *Faculty Handbook* and the *Correspondence Faculty Handbook*. The Senate reviews and updates the handbooks annually. The Dean translated the requirements set forth in the current version of the handbooks into a 17 categorical dichotomous (Yes/No = Present/Absent) rating checklist. To assure the reliability and validity of the checklist, the Division Chairs rated 10 of the packets individually. The results were compared to the Dean's rating resulting in 90% inter-rater reliability (simple raw agreement percentage). This rating was deemed an acceptable level and the checklist was employed in the remaining examination.

As can be seen from the following table, greater than one-half (50.91%) or more of the packets include 7 of the 17 criteria: 3, 5, 6, 7, 10, 12 and 14. It is noteworthy that fewer than three-fifths contained lecture notes beyond the textbook (\*14 at 56.36%) By contrast, for 10 of the criteria far fewer packets are in compliance with the standards. This is of particular concern for criteria \*16 where fewer than one-half (49.09%) are rated as equivalent to a face-to-face, on-campus course.

Table 3: Percentage of Correspondence Packet Compliance

| Items   | Number |            |
|---|--------|------------|
|   | (N=55) | Percentage |
| 7. Minimum of six (6) opportunities for questions, responses, progress reports, feedback between instructor and student | 52     | 94.55%     |
| 12. Current Semester/Year   | 50     | 90.91%     |
| 10. Course Timeline/Calendar including a timeline of all readings, assignments and due dates                            | 38     | 69.09%     |
| 1. Course number and title  | 35     | 63.64%     |
| 6. Course Student Learning Outcomes   | 34     | 61.82%     |
| *14. Lecture notes  | 31     | 56.36%     |
| 5. Grading Requirements (Method of Evaluation – Grading Criteria/Scale)   | 29     | 52.73%     |
| 3. Course description   | 28     | 50.91%     |
| *16. Course is the equivalent of the face-to-face, on-campus course   | 27     | 49.09%     |
| 4a. Instructor contact information and office hours for community students  | 26     | 47.27%     |
| 17. Correspondence and face-to-face experiences match   | 26     | 47.27%     |
| 15. Feedback sheets   | 22     | 40.00%     |
| 13. Textbook requirements (including ISBN and edition)  | 18     | 32.73%     |
| 9. Course Syllabus matches Course Outline approved by the Curriculum Committee  | 13     | 23.64%     |
| 11. Key dates and specific last day to Add/Drop   | 12     | 21.82%     |
| 2. Course section number  | 8      | 14.55%     |
| 4b. Correspondence Office mailing instructions for incarcerated students  | 2      | 3.64%      |
| 8. Request proctored exams or other specific means to match students with their work                                    | 1      | 1.82%      |

### Section 3: Recommendations for Professional Development

Four major recommendations emerge from the study:

1. Develop and distribute *Guidelines for Teaching via Correspondence* training materials for immediate distribution to faculty preparing Fall 2012 packets. The focus of the guidelines will be to assure compliance with all 17 of the criteria on the checklist (Appendix A)
2. Create a mechanism for prior review of correspondence packets to assure broader implementation of best practice strategies (e.g., “seven principles of good teaching”)
3. Create flex day opportunities for correspondence faculty to exchange best practice strategies
4. Develop a “Tools for Teaching” course for correspondence faculty and deliver this course via correspondence to allow faculty members to experience optimal learning through this modality

## Section 4: Student Survey Results

### Survey Instrument

The survey instrument included 22 items designed to collect quantitative data and 5 open-ended questions designed to gather qualitative data. The answers to 13 of the quantitative items were based upon a Lickert-type 5-point scale; where: 5=*Superior*, 4=*More than satisfactory*, 3=*Satisfactory*, 2=*Needs improvement*, and 1=*Unsatisfactory*. In this manner the higher the overall average on the item indicates a higher level of student satisfaction with the instructor's performance on various aspects of teaching practice. Four of the questions asked students to rate other aspects of their experience using alternative type scales. Lastly, five questions were on a dichotomous scale.

For results of these survey questions please refer to Appendix C.

### Open-ended Responses

Of the 650 valid surveys, 594 included responses to at least one of the five open-ended questions. Of those, 471 student responses taken together (i.e., considering all five as a message unit) can be rated as "generally positive". On the other hand, 83 responses are considered "generally negative".

#### Opportunities for Improvement:

For those responses rated as generally positive, assuring prompt feedback (n=28) is mentioned most frequently as an opportunity for improvement. Other suggestions (n=24) include:

- Providing examples of exemplary work to aid students in understanding assignment expectations especially those that are essay-related

*"Maybe when you give coursework you can show examples of what you need to be done or put the additional information inside for expectations on essay or writing examples."*

*"In my package, the instructor included some helpful assignments and some very good "how to" examples."*

- Assuring the syllabus accounts for the constraints of incarcerated students (e.g., not requiring internet research).

*"My question is since I don't have internet access here at Camp, writing with the references and research required he wants on essays is very difficult."*

- Including reminders in the packets regarding upcoming assignments

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- Paginating the packets

*“dropped it (the packet)– no way to get it back together.....had to drop the class”*

- Checking to assure texts and tests align with regard to test answers

*“Instructor is pleasant and provides insight, just constant issues with text/quiz material not coinciding with text.”*

Of the generally negative responses, four are related to incarcerated students receiving the textbook late thus negatively impacting their opportunity for course success. It is noteworthy that the remainder (n=79) all address late or no feedback from the instructor on their submitted tests and assignments.

### Key Findings from the Evaluation Survey

- Students report high levels of satisfaction with the clarity of test, assignment and grading expectations, however some confusion is evident on grading criteria
- The largest majority of students indicate instructors are meeting their learning needs, adequately covering the course material, and would take another class from that instructor in the future as well as recommend them to others

*“My instructor is diligent, hardworking, very helpful”*

*“Instructor was very knowledgeable and made me comfortable with the course material...high caliber industry professional.”*

- On the other hand, the timeliness of instructor feedback is the item with lowest satisfaction. This is not surprising. Students report receiving communication from the instructor on average only every six weeks and only three-quarters indicate tests and/or homework are returned promptly
- Nearly seven-tenths of students enrolled in their correspondence class because it was a requirement, far fewer were motivated to enroll because they “like or might like” the subject. This is not surprising due to the limited course offerings, especially for incarcerated students.
- Only 84.6% received their material in a timely manner which may contribute to the lower course success rates for students in correspondence courses (60%) as compared to face-to-face courses (70%)<sup>4</sup>.
- Late or no feedback from instructors is the single largest issue expressed by correspondence students whose comments are rated as “generally negative”. In

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<sup>4</sup> Snapshot Correspondence Study 2011.

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contrast, the students for whom comments are rated as “generally positive” prompt feedback from instructors contributes heavily to their positive rating.

*“I have not received any correspondence with class at all. I am halfway through with the book and course. I turned in a lot of work – no grade, nothing.”*

*“.....my instructor is a non-factor in my learning experience.”*

*“There was zero feedback, it was like I wasn’t even in the class. The first work I sent in I got no response, no grade, no acknowledgement it was ever received. I was struggling so much and had no help or feedback. I wasn’t able to teach myself or know what I was doing right or wrong and it cost me failing the class.”*

*“It would help if I received graded coursework back so I have an idea where I’m at in my studies. No way to know which questions I missed on the scantron – just get a grade – don’t know what I learned and what I didn’t! ....can’t study for final or know if I’m ready for next class.”*

- Interestingly, students use the word “challenging” most frequently as a positive descriptor for their coursework. Many students (n=30) stated they were motivated by or grateful for challenging coursework and assignments and 10 requested more challenging tests and/or projects for courses in the future.

*“Toughest course I’ve taken so far but I wouldn’t want it any other way.”*

*“...extremely challenging but well rewarding.”*

*“Provide more challenging assignments and/or projects.”*

Appendix A.

Correspondence Course Packet Review Checklist

**Correspondence Course Packet Review**

Course Number/Title: \_\_\_\_\_

Semester \_\_\_\_\_ Instructor \_\_\_\_\_

Syllabus on file in the Office of Academic Services?  YES  NO  
Syllabus for on-campus course on file in the Office of Academic Services?  YES  NO  
Course Outline on file in the Office of Academic Services?  YES  NO

Syllabus:

- \* 1.  YES  NO Course Number and Title (example- ENGL 1 – College Composition)
- \* 2.  YES  NO Course Section Number (example- 4506)
- \* 3.  YES  NO Course Description
- \* 4a.  YES  NO **Community Students:** Instructor’s Name and Contact Information including office hours and email address
- \* 4b.  YES  NO **Incarcerated Students:** Correspondence Office Contact Information:  
Correspondence Office, P.O. Box 3000, Susanville, CA 96130 – *no instructor email or phone and instructions include:*
  - *“Instructor last name and course number placed in upper left corner of envelope*
  - *Student’s name, Correctional Institution, incarcerated number and housing unit placed in upper right corner of envelope”*
- \* 5.  YES  NO Grading Requirements (Method of Evaluation – Grading Criteria/Scale)
- \* 6.  YES  NO Course Student Learning Outcomes
- \* 7.  YES  NO Minimum of six (6) opportunities for questions, responses, progress reports, feedback between instructor and student
- 8.  YES  NO Request proctored exams or other specific means to match students with their work
- \* 9.  YES  NO Course Syllabus matches Course Outline approved by the Curriculum Committee
- \* 10.  YES  NO Course Timeline/Calendar including a timeline of all readings, assignments and due dates
- \* 11.  YES  NO Key dates: Specific Last Day to Add/Drop



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\*12.  YES  NO Current Semester/Year

\*13.  YES  NO Textbook Requirements (including ISBN and Edition)

### Course Content:

\*14.  YES  NO Lecture notes

\*15.  YES  NO Feedback sheets

\*16.  YES  NO Course is the equivalent of the face-to-face, on-campus course (e.g., for 3 unit class – packet replaces 51 hours of classroom time and 102 hours of outside time with an equal amount of time and work)

17.  YES  NO Face-to-face experience and Correspondence experience match with the following exceptions

YES  NO Appropriate replacement of in-class exercises

YES  NO Lectures

YES  NO Small Group

YES  NO Video/film

**Comments:**

**Recommendations:**

Evaluated by \_\_\_\_\_ Date \_\_\_\_\_

**\*Required**

**References: Faculty Handbook and Correspondence Handbook (Approved by Academic Senate August 25, 2011)**

## Appendix B.

Table 4: Course Packet Review Individual Items

(based upon Academic Senate Standards)

| Items   | Number |            |
|---|--------|------------|
|   | (N=55) | Percentage |
| 7. Minimum of six (6) opportunities for questions, responses, progress reports, feedback between instructor and student | 52     | 94.55%     |
| 12. Current Semester/Year   | 50     | 90.91%     |
| 10. Course Timeline/Calendar including a timeline of all readings, assignments and due dates                            | 38     | 69.09%     |
| 1. Course number and title  | 35     | 63.64%     |
| 6. Course student learning outcomes   | 34     | 61.82%     |
| 14. Lecture notes   | 31     | 56.36%     |
| 5. Grading Requirements (Method of Evaluation – Grading Criteria/Scale)   | 29     | 52.73%     |
| 3. Course description   | 28     | 50.91%     |
| 16. Course is the equivalent of the face-to-face, on-campus course  | 27     | 49.09%     |
| 4a. Instructor contact information and office hours for community students  | 26     | 47.27%     |
| 17. Correspondence and face-to-face experiences match   | 26     | 47.27%     |
| 15. Feedback sheets   | 22     | 40.00%     |
| 13. Textbook requirements (including ISBN and edition)  | 18     | 32.73%     |
| 9. Course Syllabus matches Course Outline approved by the Curriculum Committee  | 13     | 23.64%     |
| 11. Key dates and specific last day to Add/Drop   | 12     | 21.82%     |
| 2. Course section number  | 8      | 14.55%     |
| 4b. Correspondence Office mailing instructions for incarcerated students  | 2      | 3.64%      |
| 8. Request proctored exams or other specific means to match students with their work                                    | 1      | 1.82%      |

## Appendix C.

Table 5: Student Course Evaluation Survey Results – Scale Items Only

| Questions on 5-Point Scale   | Average |
|--|---------|
| On a 5-point scale where:<br>5=Superior; 4=More than satisfactory; 3=Satisfactory; 2=Needs improvement; 1=Unsatisfactory   |         |
| Does the instructor make it clear how you earn your grade?   | 4.37    |
| Does the instructor make clear what is expected on assignments and tests?  | 4.35    |
| Does the instructor clearly explain the course objectives in the handouts?   | 4.29    |
| Does the instructor use the required texts and supplementary materials?  | 4.26    |
| Does the instructor adequately cover the course material?  | 4.17    |
| Are the instructor's tests fair?   | 4.14    |
| Would you take another class from this instructor?   | 4.11    |
| Is this instructor meeting your learning needs?  | 4.10    |
| Is this an instructor you would recommend?   | 4.09    |
| Does the instructor seem well prepared for class?  | 3.84    |
| Does the instructor make clear where you can seek help?  | 3.84    |
| Does the instructor answer your questions in sufficient detail?  | 3.55    |
| Does the instructor give attention to your questions in a timely way?  | 3.52    |
| Questions on Alternative Scale   | Average |
| Are the instructor's standards.....? (where 3=Too high; 2=OK; 1=Too low)   | 1.87    |
| Does the instructor relate well to students? (where 3=All; 2=Most; 1=Few)  | 1.29    |
| I expect to receive the following in this class.....   | 4.14    |
| How often do you receive communications from the instructor?<br>Where 5=At least once every week; 4=Once a month; 3=Every other month;<br>2=Rarely; 1=Not at all | 3.51    |

| Questions on Yes/No Scale                              | Yes | No  | N/A | Total | Yes    | No     | N/A    |
|--|-----|-----|-----|-------|--------|--------|--------|
| I enrolled in this class because it was a requirement. | 443 | 126 | 81  | 650   | 68.15% | 19.38% | 12.46% |
| I liked or thought I might like the subject.           | 382 | 113 | 155 | 650   | 58.77% | 17.38% | 23.85% |
| It helped fill out my schedule.                        | 346 | 142 | 192 | 680   | 50.88% | 20.88% | 28.24% |
| Are your tests and/or homework returned promptly?      | 489 | 106 | 55  | 650   | 75.23% | 16.31% | 8.46%  |
| Do you receive your material in a timely manner?       | 550 | 52  | 48  | 650   | 84.62% | 8.00%  | 7.38%  |