Analyzing Data with Appropriate Methods for a Class Schedule Mode Survey

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San Diego Community College District

Introduction of the District

San Diego Community College District

- 2nd largest district in the state

- Three 2-year colleges and six continuing ed campuses

- Serves approx. 100,000 students each semester

Introduction of the Study

- Three class schedules offered at the district

- New trend in student enrollment behavior

- Two proposals were made in Fall 2007
    1) Broader distribution of combined college class schedule
    2) Elimination of individual college class schedule

- Two surveys were developed and implemented
    1) Spring 2008 Baseline Survey
    2) Fall 2008 Follow up Survey

The Spring 2008 Baseline Survey Framework

- Purpose of the Survey

- Population and Sample

- Survey Instrument

- Sampling Procedure and Data Collection

- Data Analysis

- Results
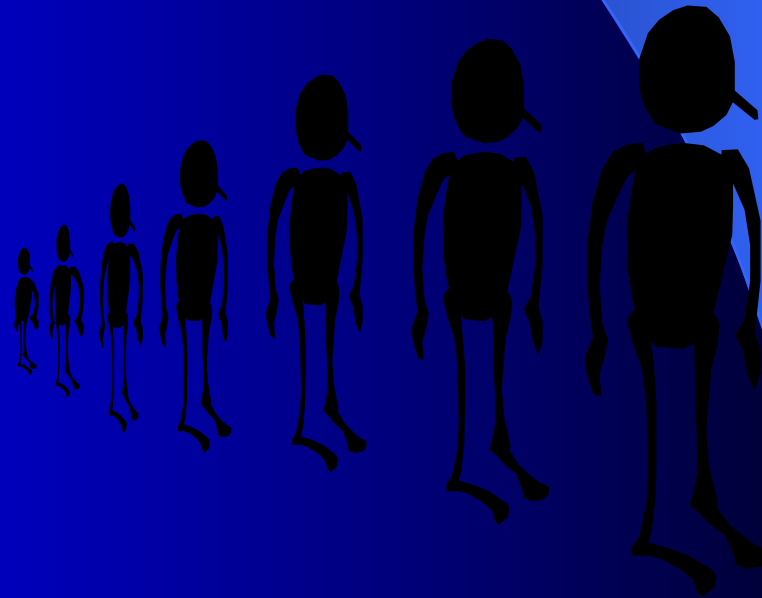
Purpose of the Study

- Two proposals require research to provide data-driven decision-making

- Baseline data were collected to examine the use of and preference for schedule modality and student satisfaction with schedule modality

Population and Sample

- Population – Spring 08 credit students (N=45,856)

- Random Sample (n=8,200)

- Sampling Procedure – student identified email addresses

Baseline Survey Instrument

- 22 survey questions
- Rating scale questions with 11-point scale
- Multiple choice
- Open-ended questions

Spring 08 Baseline Questionnaire

Sampling and Data Collection Procedures

- Online Survey

- Snap survey software

- Invitation with survey embedded URL

- Reminder Emails

- 26% response rate

- Export Data to SPSS
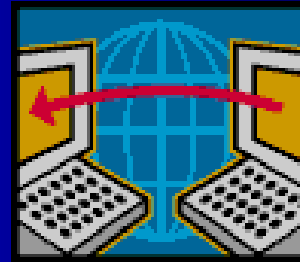
Data Analysis

- Student Satisfaction with schedule features
1. Speed of Finding Information
2. Ease of Use
3. Clarity of Use
4. How Informative
5. Overall Rating

Measures

- Independent Samples

  -Students who used only one schedule to make registration decisions

- Paired Samples

  -Students who used more than one schedule to make registration decisions

ANOVA Tests to Detect Mean Differences

Table 6a. City/ECC:
Satisfaction with Online, Individual, and Combined Paper Schedule:
(One Schedule Used to Register)

	Online Schedule		Individual Paper Schedule		Combined Paper Schedule	
	N	Mean	N	Mean	N	Mean
Speed of Finding Information	321	8.32	65	8.12	27	9.15[a]
Ease of Use	321	8.49	65	8.68	27	8.56
Clarity of Use	321	8.48	65	8.65	27	8.85
How Informative	321	8.17	65	8.14	27	8.67
Overall Rating	321	8.45	65	8.68	27	8.89

a. Combined schedule mean is significantly greater than the individual and online schedule at the .05 level.

Table 6b. City/ECC:
Students that Used The Online and Combined Schedule
(More Than One Schedule Used to Register)

	N	Online Schedule Mean	Combined Paper Schedule Mean
Speed of Finding Information	65	8.11	8.45
Ease of Use	66	8.27	8.29
Clarity of Use	66	8.32	8.50
How Informative	65	7.89	8.32[a]
Overall Rating	65	8.23	8.38

a. Significance at .05 level.

ANOVA test

Paired Sample t-test

Findings

- Results revealed no obvious differences in student satisfaction across schedules.

- Nevertheless, there was a slight difference in student preference for one type of class schedule with the online schedule being the most popular schedule modality.

Fall 2008 Follow-Up Survey Framework

- Purpose of the Survey

- Population and Sample

  – Population – Fall 08 credit students at census (N=50,679)

  – Random Sample (n=9,384)

- Sampling Procedure - Quota Sampling

Instrument Design

- Refinement of the baseline survey instrument

-Rasch analysis performed in WinSteps software to verify validity and reliability of responses

-Survey item revision

Follow-Up Survey Questionnaire

Findings

- Online schedule preferred over combined paper schedule in terms of use.

- No significant difference in satisfaction with functional features of the differing schedules.

- Low probability of future individual college paper schedule use.

Discussion

- Types of Samples:

  Independent vs. Repeated Samples

- Instrument Refinement

  Rating Scale

- Limitations of the research

Questions?