

UNDERSTANDING PARTICIPATION IN END-OF-COURSE-EVALUATIONS

AIRUM CONFERENCE, NOVEMBER 2013

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Capella University

Primary goal:

Increasing End-of-Course-Evaluation response rates

1. Understanding non-responders

- // Why are non-responders not filling out the end-of-course-evaluations?
- // What are their ideas for increasing participation?

2. Enabling end-of-course-evaluations for mobile devices

- // Does enabling mobile increase participation?

The Capella Experience

<http://www.capella.edu/about/history/>



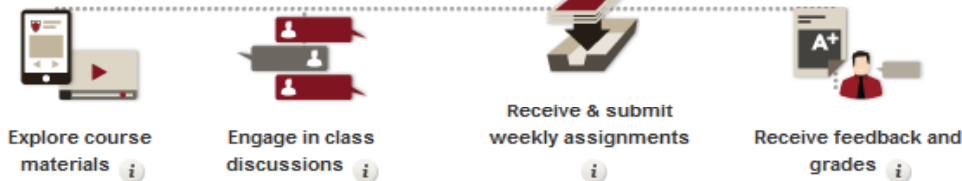
The Capella Campus

Within our online campus, you'll manage your academic plan, have access to personalized support, and connect with our community of more than 35,000 students and 1,500 faculty members.



The Capella Courseroom

In the courseroom, you'll learn through discussions, interactive media, readings, video, assignments, and feedback from your classmates and instructors.

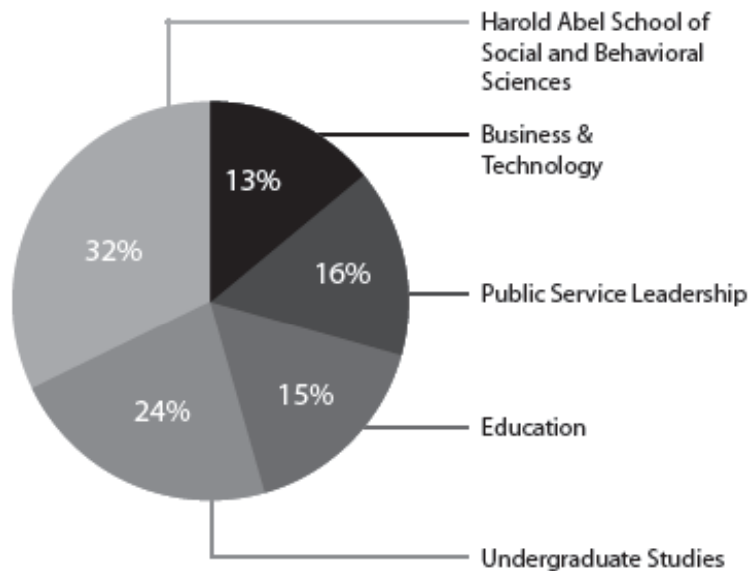


TOTAL ENROLLMENT

34,503 learners (Active enrollment as of September 30, 2013)

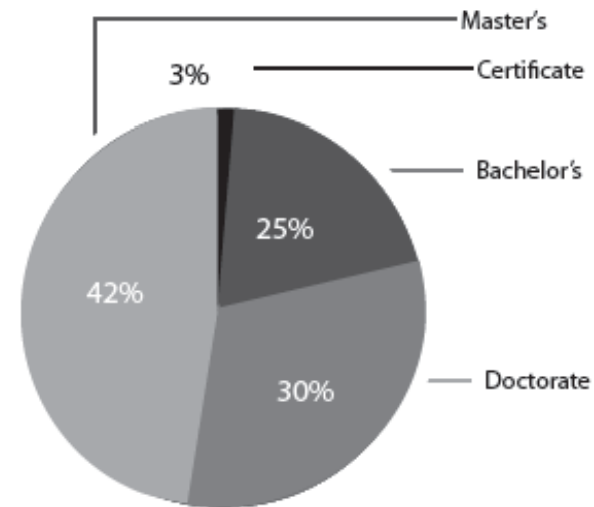
UNIVERSITY ENROLLMENT BY SCHOOL

(as of December 31, 2012)



UNIVERSITY ENROLLMENT BY DEGREE AND CERTIFICATE

(as of September 30, 2013)



Federal Integrated Postsecondary Education Data System (IPEDS) data on enrollment are available as well. Since IPEDS data are generated according to U.S. Department of Education rules and are used by Capella in standardized external reports, these data may differ from the numbers presented in this Fact Sheet. IPEDS data provide an accurate snapshot of enrollment as of the census date each fall, where census date is the 12th calendar day of the main session in a quarter – e.g., October 15, 2012, for the 2012-2013 academic year.

LEARNER PROFILE

(Updated annually as of December 31, 2012)

Capella learners come from all 50 states and 61 other countries or territories.

GENDER

- 74% female
- 26% male

ENROLLMENT STATUS⁴

- 5% full-time
- 95% part-time

ETHNICITY⁵

- 54% learners of color
- 46% white, non-Hispanic

% MILITARY⁶

- 14%

AGE

- 40 (average)
- 19-89 (range)

% RECEIVING FINANCIAL AID⁷

- 85%

% URBAN/RURAL

- 82% urban
- 18% rural

FACULTY PROFILE (as of September 30, 2013)

- 1,546 faculty members
- 1,331 (86%) of our faculty have doctorates
- Of the 1,546 faculty members (100%) who have reported their gender:
 - 865 (56%) are female
 - 681 (44%) are male
- Capella faculty members live in 48 states and 7 foreign countries.⁸

Federal Integrated Postsecondary Education Data System (IPEDS) data on faculty are available as well. Since IPEDS data are generated according to U.S. Department of Education rules and are used by Capella in standardized external reports, these data may differ from the numbers presented in this Fact Sheet. IPEDS data provide an accurate snapshot of faculty as of November 1 of each year.

STAFF (as of September 30, 2013)

1,253 non-faculty staff (refers to staff in Academic Advising, Enrollment Services, Information Technology, University administration, etc.)

ACADEMIC OFFERINGS (as of October 24, 2013)

Number of degree programs: 43
Number of graduate and undergraduate specializations: 145
Number of certificate programs: 22
Number of courses: 1,670+

ACCREDITATION

THE HIGHER LEARNING COMMISSION: Capella University is accredited by The Higher Learning Commission and is a member of the North Central Association of Colleges and Schools (NCA), www.ncahlc.org.

ABET: Capella's BS in IT degree program is accredited by ABET, the recognized accreditor for college and university programs in applied science, computing, engineering, and technology.

COUNCIL FOR ACCREDITATION OF COUNSELING AND RELATED EDUCATIONAL PROGRAMS (CACREP): Capella offers three CACREP-accredited master's programs in counseling: Mental Health Counseling; Marriage and Family Counseling/Therapy; and School Counseling.

COMMISSION ON COLLEGIATE NURSING EDUCATION (CCNE): The BSN, MSN, and DNP degree programs at Capella University are accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington DC 20036, (202) 887-6791, www.aacn.nche.edu/ccne-accreditation

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION (NCATE): The Professional Education Unit at Capella University is accredited by the National Council for Accreditation of Teacher Education (NCATE).

PROJECT MANAGEMENT INSTITUTE (PMI®)
GLOBAL ACCREDITATION CENTER FOR PROJECT MANAGEMENT (PMI-GAC): The Project Management (PMI®) Global Accreditation Center for Project Management (GAC) has accredited Capella's BS-IT, BS-Business, MS-IT, and MBA Project Management specializations, as well as the Combined BS/MS in IT option.

- EOCE has been sent in its current form since 2009
 - // Fully online course evaluation hosted by Verint (formerly Vovici)
 - // One initial invitation email + two reminder emails, banner ad
 - // Results presented to faculty and leadership via dynamic dashboards

- Three page survey + intro page
 - Page 1. Instructor quality
 - 14 questions
 - 5-point agreement scale (SA, A, N, D, SD)
 - Page 2. Course quality
 - 22 questions
 - 5-point agreement scale (SA, A, N, D, SD)
 - Page 3. Overall learning experience
 - 3 questions
 - 5-point rating scale (poor, fair, good, very good, excellent)
 - Open-ended questions
 - 4 questions (two on instructor, two on course)
 - “liked most” and “improve”

EOCE EMAIL INVITATION

End of Course Evaluation for %Q1_1%

Dear %Q3_1%,

Your feedback is vital to Capella's continuous academic quality improvement. To help us strengthen the quality of our courses and programs, please take 5–10 minutes to tell us about your experience in this course:

- Course: %Q1_2% (%Q1_1%)
- Instructor: %Q1_5%
- Dates: %Q1_6%–%Q1_7%

We know that your course is still in session, but we wanted to give you plenty of time to complete the evaluation. If you choose to wait, you will receive a reminder via email in 8 days.

Your voluntary participation will give us valuable insights and help us see what we are doing well and what we need to improve. Your responses will be used to enhance future instruction and course design. **Identifying information, such as name, learner ID, or email address, will not be shared with your instructor.**

Added for Summer 2013

To participate in the evaluation, click %[here]URL% **on your mobile or in your web browser.**

We ask that you please submit your evaluation by %Q1_8%.

Added for Summer 2013

We know that the end of a course is a busy time for you, and we greatly appreciate your feedback.

Sincerely,

Institutional Survey Team



STUDENT PORTAL BANNER REMINDER

Capella University - Home - Windows Internet Explorer provided by Capella University

https://campus.capella.edu/web/iguide?deepLink=true

File Edit View Favorites Tools Help

Convert Select

Favorites Verint CSAT - Dashboard ResearchHubPages - Resea... Adobe Connect Enterprise Reporting and A... Share.Capella

Capella University - Home

Capella UNIVERSITY **IGuide** LOG OUT SEARCH

HOME MY CAPELLA FACULTY THE UNIVERSITY LIBRARY LEARNING RESOURCES SUPPORT SERVICES COMMUNITY

Welcome, Laura

Wall
Friends
Classmates
Edit Profile

Check Email (0)

ACADEMIC PLAN
INSPIRE GIVING Earn Points >>

My Contacts

All My Friends | My Classmates

Use the "Find People" search to find former classmates, other learners in your program, or people at Capella who share your interests.

People Search

FIND PEOPLE

Capella is coming Houston

Live in the Houston area? Join up with learners, alumni, faculty, and staff for a volunteer event on November 9.

Sign up now

1 2 3 4 5

Capella Dashboard

Web Content Display

Complete the End of Course Evaluation (EOCE)

End of Course evaluations collect feedback on the quality of courses. Your feedback is crucial for continuous program improvements.

Learn more

GETTING READY

You are not currently taking a class. In the meantime, here are some tools to help you prepare.

Getting started at Capella

New to Capella - Resources Visit the Capella community
Complete your campus profile Capella mobile offerings

Getting ready for the upcoming quarter

View last quarter's grades Review your Academic Plan
Register for a course

Getting ready to graduate

Graduation info Alumni Association & Discussion
Career Center

COMMUNITY

Connect on campus for academic discussion, sharing knowledge, networking and support.

Find a campus group
Visit Capella Discussion Boards

No recent activity in your groups

Please use the links above to find more groups.

Previous Courses

UOS6500 - University Orientation Seminar
UOS6500 - Jul 08 2013 to Sep 13 2013 - Section 02
UOS5500MSSOBT-UOS - University Orientation Seminar
Jul 08 2013 to Sep 16 2013 - Section 1

QUICK LINKS

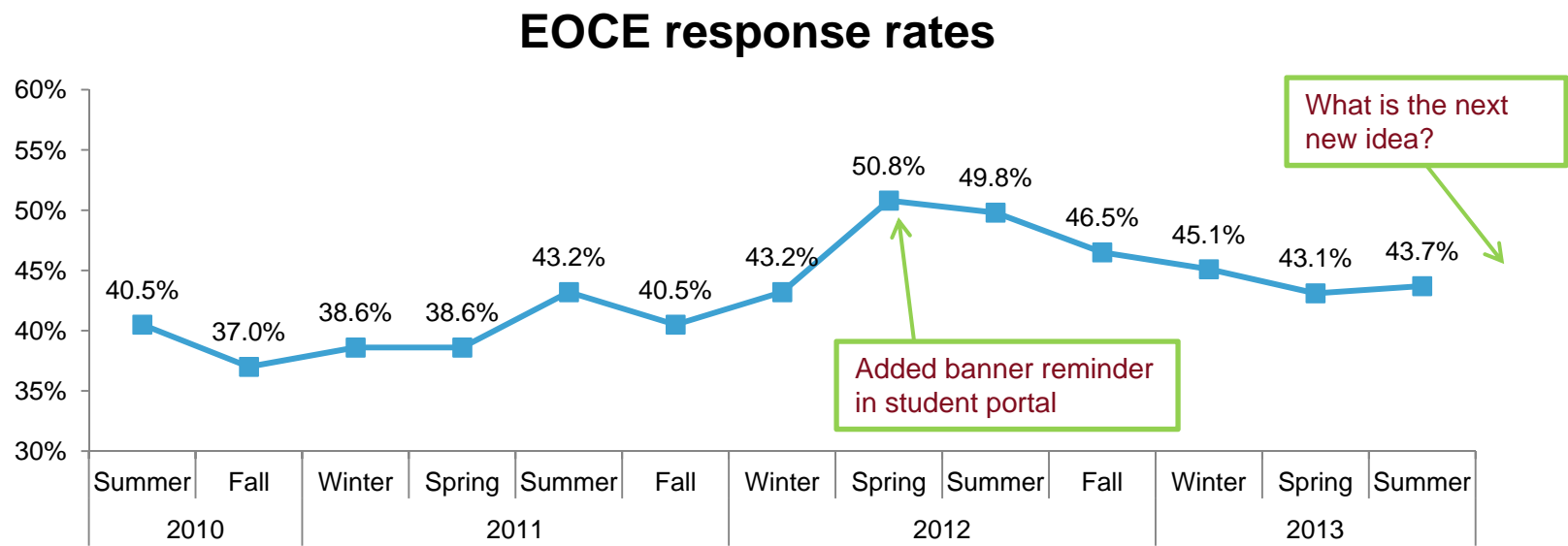
Helpful Resources My Support Team Top Questions

Settings Online Friends (0)

Done Local intranet 100%

Banner reminder in student portal

- Response rates are higher for EOCEs than other ongoing surveys of students (e.g., 24% for our regular satisfaction survey, 22% for our new learner survey)
- But our response rates have been decreasing since a peak in 2012 (Hawthorne Effect on banner, sustained lift)
- ~ 50 % is common in today's survey environment,¹ but we still want to understand:
 1. Why are non-responders not filling out the EOCE?
 2. Can enabling and encouraging mobile responses increase response rates?



Understanding Non-Responders

- Why are non-responders not filling out the EOCE?
- What are non-responders' ideas for increasing EOCE participation?

- Rationale

// Previous research at Capella has found that students who do not participate in the EOCE are:

- less engaged in their courses
- more likely not to persist
- earned lower grades,² yet with twice the variance, than their more highly engaged colleagues.

July 2012 course starts	N	%	Mean GPA	Std. Dev.
Submitted EOCE	12,462	52.8%	3.65	0.49
Did Not Submit EOCE	11,153	47.2%	3.41	0.80
Total	23,615	100%		
Difference			- 0.24**	

- Telephone survey (<5 minutes) of non-responders conducted in Sept 2012 by third party vendor, Matrix Research

Summer 2012 EOCE invitations	Randomly selected stratified sample	Quota for inclusion in telephone interview
Students who opened email invitation to EOCE and/or started EOCE but did not submit	900 (30%)	150
Students who never opened the EOCE email invitation	2,100 (70%)	150
	3,000	300

- Sample found to be representative of non-responder population and university enrollment
 // roughly matching proportion of university enrollment by school and proportion of enrollment gender
- Most in sample of non-responders are consistent non-responders

% of EOCEs responded	Frequency Percent	Cumulative Frequency
0%	33%	33%
< 25%	19%	52%
< 50%	22%	74%
< 75%	19%	93%
> 75%	7%	100%

- Questions on telephone survey:
 - // Why didn't you complete the survey?
 - // How would you improve the EOCE process?
 - // Six questions from the online EOCE to compare EOCE responses from these non-responders to regular responders. (Not analyzed here due to effects of change in survey mode and post-grading window.)

- Data coded by Matrix Research and checked and cleaned by Capella's IR
 - // Codes counted by reason, not by participant

MOST WERE SIMPLY TOO BUSY TO RESPOND

Reasons for not submitting the evaluation	Frequency	Percent
Too busy to respond	137	45.7%
I meant to come back to it later/I forgot	38	12.7%
I thought I completed the survey	20	6.7%
Don't check Capella University email	16	5.3%
Work/family/health/personal issues	15	5.0%
No reason	15	5.0%
Didn't want to/not important	11	3.7%
Problem with Email	10	3.3%
Computer problems	10	3.3%
Off topic response (did not answer question)	9	3.0%
I don't receive the emails	7	2.3%
Didn't finish class	5	1.7%
Upset with course or instructor	5	1.7%
Away from home/on vacation	5	1.7%
The survey is too long	2	0.7%
The survey is too complicated	2	0.7%
Scared of professor retribution	1	0.3%
Capella sends me too many emails and surveys	1	0.3%
I don't know what Capella does with the data	1	0.3%
I am thinking of not continuing with Capella	1	0.3%
I don't think that the survey is confidential	1	0.3%
Refuse to share	1	0.3%
Will not complete without grade	1	0.3%

Too busy.

I wasn't paying attention when I received it.

I didn't get around to it.

I was not happy with the instructor and if I can't give positive feedback, I'd rather not give any.

I get over 60 e-mails a day

I don't have any way to validate the length of availability in survey. I don't know when it is done.

I am not done with the course yet.

I had a lot going on, my wife just had a baby.

HOW CAN WE INCREASE RESPONSE RATES?

15

- Most respondents did not offer a suggestion for improving the EOCE instrument or process
 - // Most had no suggestion or thought it was fine.
 - // Some suggested a follow-up phone call, multiple modes
 - // Sending EOCE to preferred email address
 - // Links in courseroom to EOCE
 - Other suggestions: automated phone call delivering survey, making completion mandatory, sending earlier reminders, incentive for completion

- What Capella has done:
 - // As of Jan 2013, we send EOCEs to **preferred email**
 - 61% of nonresponders preferred email to Capella account
 - 35% preferred email to personal account
 - The rest work (1%) or don't know/will not share
 - No change in response rates
 - // Tried an incentive for another ongoing survey (iPad drawing)
 - did improve response rates, but not significantly enough to justify cost of incentive
 - see Tanner (2013) AIR Forum presentation³
 - // **Explore mobile as way to capture those who are "too busy"**

Nothing. The way they send it out is fine.

Well, I don't really know since I haven't opened it.

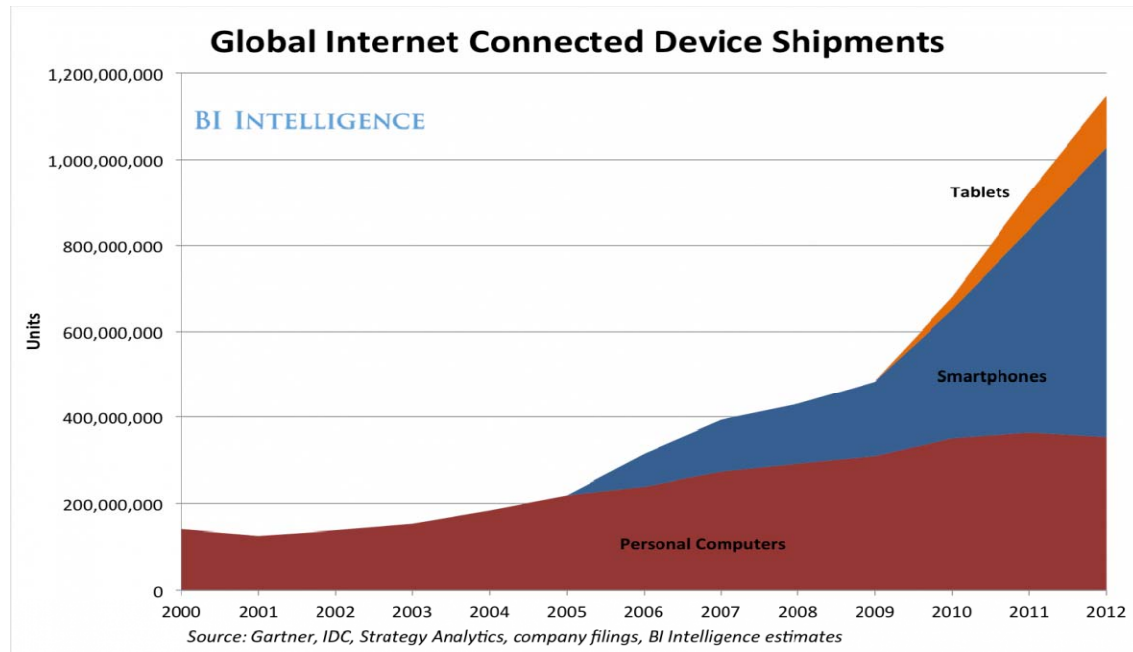
Send it more than one way.

Make it one of the weekly assignments.

Send it to the personal or work email.

I don't really care for them so I don't have an opinion. After 10 weeks of a course, I don't want to do anything else, especially since I don't have to.

Mobile vs. Desktop EOCE Participation



Goal of **25% mobile** – realistic?

// According to Quirks, Oct 2013, Research Now reports that up to **25%** of online survey attempts are now coming through mobile devices

DESKTOP VERSION OF EOCE

End of Course Evaluation

Instructor Quality: %[Course Info]Q1_5%

Please indicate the degree to which you agree or disagree with the following statements about your instructor.

	Agreement				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The instructor provided clear course expectations (facilitation, assignments, availability).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor was sufficiently present in the courseroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor effectively demonstrated knowledge of course content and subject matter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor shared knowledge and expertise that enhanced my ability to apply what I learned in the course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor challenged learners to think critically.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Agreement				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The instructor demonstrated sensitivity in course discussions to varying levels of familiarity with course content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor's tone helped establish a courseroom learning community of trust and respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor responded to learners within a reasonable period of time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor provided sufficient specific feedback to help me understand what I did well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor provided sufficient specific feedback to help me understand how I can improve.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



MOBILE VERSION OF EOCE

●●○○ AT&T 3:49 PM 82%
survey.capella.edu

Instructor Quality:

Please indicate the degree to which you agree or disagree with the following statements about your instructor.

Agreement

The instructor provided clear course expectations (facilitation, assignments, availability).

The instructor was sufficiently present in the courseroom.

The instructor effectively demonstrated knowledge of course content and subject matter.

The instructor shared knowledge and expertise that enhanced my ability to apply what I learned in the course.

The instructor challenged learners to think critically.

●●○○ AT&T 3:49 PM 82%
survey.capella.edu

The instructor demonstrated sensitivity in course discussions to varying levels of familiarity with course content.

The instructor's tone helped establish a courseroom learning community trust and respect.

< > Done

Strongly Agree

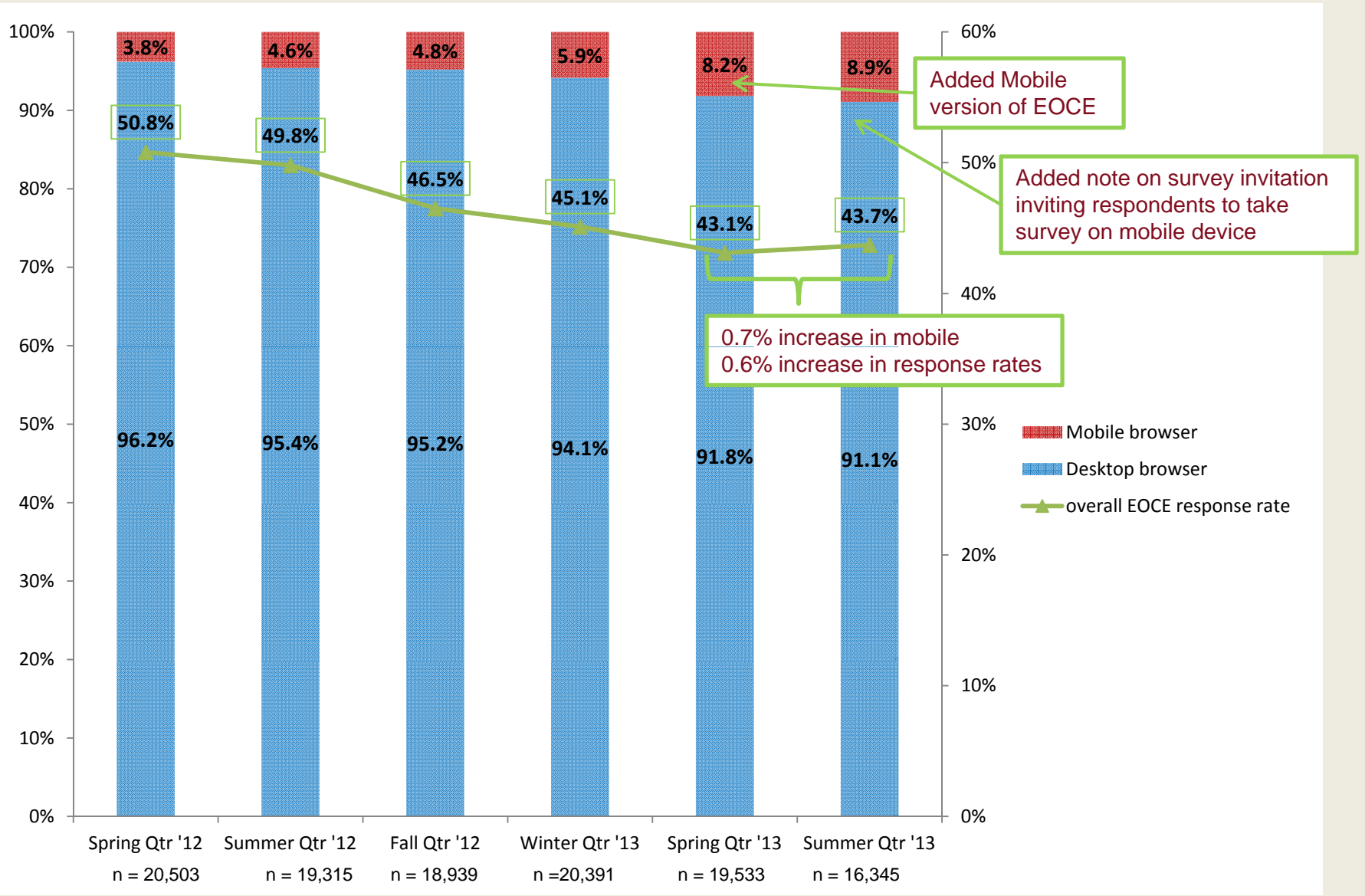
Agree

Neutral

Disagree

Strongly Disagree

EOCE RESPONDENTS BY DEVICE



- How can we address the “too busy” or “forgot about it” reasons?
- How can we make it a **priority** for our students?
- What is the next Hawthorne effect?
 - // Text them a link of survey to their mobile phones
 - // Include survey link on Capella Mobile App
 - // Embed survey within the online course room
 - // Shorter EOCE?
 - Difficult to take on a mobile because of length
 - Difficult to enter open-ended responses
 - 8 question survey hosted by our vendor, Customer Sat, is reporting 24% mobile YTD
 - but a 30 question is reporting 7% mobile YTD
 - // Other ideas?

1. Porter, Stephen R. and Michael E. Whitcomb. 2003. "The Impact of Lottery Incentives on Student Survey Response Rates." *Research in Higher Education* 44 (4): 389-407.
2. Porter, Stephen R. and Paul D. Umbach. 2006. "Student Survey Response Rates Across Institutions: Why Do They Vary?" *Research in Higher Education*, 47 (2): 229-247.
3. Tanner, Katie. 2013. "The Impact of Incentives on Surveys of Learner Satisfaction," AIR FORUM, Long Beach, CA.