



PARTICIPANT SATISFACTION SURVEY, EXECUTIVE SUMMARY

Tuesday | May 29, 2018



RATIONALE

- Part of the requirements on the evaluation and assessment of Project STELLAR
- Extent of impact that the PD project has towards its participants (Ps)

SURVEY

- Administered to the Ps online through **Qualtrics**
- **16** out of the **22** Ps responses
- **1st section**
 - **level of satisfaction** of the Ps towards **the 3 courses**
 - components of the courses perceived as **useful** to Ps & the **changes** they would like to see
- **2nd section**
 - **level of satisfaction** towards the components of **Project STELLAR**
 - the components of the project which Ps perceived as **useful** & the **changes** they would like to see

SECTION 1: COURSES

- to measure the Ps' satisfaction towards the 3 courses that they completed across four areas:
 - (1) overall satisfaction of the course,
 - (2) content of the course,
 - (3) format of the course,
 - (4) application of the course to their work.

Scale of 1-5:

- 1 is Extremely Dissatisfied (ED),
- 2 is Somewhat Dissatisfied (SD),
- 3 is Neither Satisfied nor Dissatisfied (NSD),
- 4 is Somewhat Satisfied (SS),
- 5 is Extremely Satisfied (ES).

SECTION 1: FINDINGS

	Guided inquiry (Summer 2017)	ESOL Methods (Fall 2017)	Teaching in High Poverty (Spring 2018)
Overall			
	68.75% - ES 18.75% - SS 12.50% - N/A	86.67% - ES 13.33% - SS	40.00% - ES 40.00% - SS 13.33% - NSD 6.67% - SD
Content			
	68.75% - ES 18.75% - SS 12.50% - N/A	86.67% - ES 13.33% - SS	60.00% - ES 26.67% - SS 6.67% - NSD 6.67% - SD
Format			
	57.14% - ES 21.43% - SS 14.29% - N/A	80.00% - ES 20.00% - SS	33.33% - ES 26.67% - SS 6.67% - NSD 26.67% - SD
Application			
	53.33% - ES 33.33% - SS 13.33% - N/A	80.00% - ES 20.00% - SS	60.00% - ES 20.00% - SS 13.33% - NSD 6.67% - SD
Scale used: ES – Extremely satisfied SS – Somewhat satisfied NSD – Neither satisfied nor dissatisfied SD – Somewhat dissatisfied ED – Extremely dissatisfied N/A – Not applicable			

What components of the courses were particularly useful to you?

- Relevance and applicability of learning to specific classroom contexts
- Information foregrounding the value of this knowledge in improving their own practices with their diverse learners and ELLs
- Understanding the process of guided inquiry and working hands-on on the research to support the inquiry
- F2F classroom interactions and meaningful online discussions
- Varied engaging and interactive activities, e.g. book clubs and farm visit
- One of the best decisions ever made for quite some time for personal and professional development

What changes in the three courses would you like to see?

- Course logistics and management
- Navigating the Canvas (lack of clarity on instructions on finding modules and assignments, incompleteness of items/materials, vagueness of dates and assignments and unorganized items in the Canvas)
- More F2F meetings with the course instructor
- Conduct a follow through with the guided inquiry that Ps started in order for them to be accountable with their own ideas that they want to put into practice

Section 2: FINDINGS

Project STELLAR components	
Parent Engagement	73.33% - ES 20.00% - SS 6.67% - N/A
On-site support from Project STELLAR team members	93.33% - ES 6.67% - SS
Online support from Project STELLAR team members	100.00 - ES
Enrollment & other administrative processes	33.33% - ES 26.67% - SS 13.33% - NSD 26.67% - SD
Scale used: ES – Extremely satisfied SD – Somewhat dissatisfied SS – Somewhat satisfied ED – Extremely dissatisfied NSD – Neither satisfied nor dissatisfied N/A – Not applicable	

What components of Project STELLAR were particularly useful to you?

- **Support** from and collaborations with their colleagues within their own schools and from other schools and the Project STELLAR team members
- Inclusion of **parent engagement** made Ps and their schools become more open to all families
- **Courses** allowed Ps to have **dialogue, interactions, and academic discussions** with their fellow teachers and peers from other schools within Levy county & establish camaraderie and a positive working atmosphere

What changes would you like to see in Project STELLAR?

- **Improving the structure of the F2F** → adopting some protocols that will effectively structure class discussions in ways that tensions and off-tangent conversations and dialogue could be avoided
- **Only 1 participant** noted that they were not fully satisfied with the F2F format

CONCLUSION

- Views and beliefs about Project STELLAR → the end of Year 2, or halfway through the planned coursework
- Ps felt extremely satisfied
- Ps enrolled in a TLSI-ESOL UF-approved certificate program → will no longer be required to register for individual courses
- The shift from an online format to F2F format course → in slightly lower satisfaction overall → two upcoming courses online
- Only 1 participant noted that they were not fully satisfied with the face to face format of the Teaching in High Poverty course
- In early June, 2018 → help in navigating the Canvas learning platform
- Project STELLAR is going as expected and meeting project goals and objectives 😊

Thank you!
¡Gracias!
Maraming Salamat!
Dziękuję!

