

**Priority Survey for Online
Learners:
MSU 2005/2006 Results**

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PSOL: A Review

Measures Importance & Satisfaction

- **26 Items (5 Scales)**
 - **Academic Services**
 - **Enrollment Services**
 - **Instructional Services**
 - **Student Services**
 - **Institutional Perceptions**
- **10 Institutional Items**

MSU: Online Learners

- 2005
 - 562 students enrolled in online courses
 - 64% female
 - 62% full-time students
 - 33% graduate level
- 2006
 - 794 students enrolled in online courses
 - 63% female
 - 62% full-time students
 - 33% graduate level

Survey Respondents

2005

- 182 respondents (32% response)
 - 67% female
 - 68% full-time enrollment
 - 40% graduate level
 - 52% full-time employment
 - 34% completing online program
 - 56% completing degree on-campus
 - 79% enrolled 1-6 credits
 - 48% no previous online enrollment

2006

- 249 respondents (31% response)
 - 72% female
 - 63% full-time enrollment
 - 42% graduate level
 - 48% full-time employment
 - 26% completing online program
 - 54% completing degree on-campus
 - **81% enrolled 1-6 credits**
 - **42% no previous online enrollment**

Analysis

Important

CHALLENGE

STRENGTH

Dissatisfied

Satisfied

Unimportant

Importance Scale (7 point – Not important at all to Very Important)
Satisfaction Scale (7 point – Not satisfied at all to Very Satisfied)

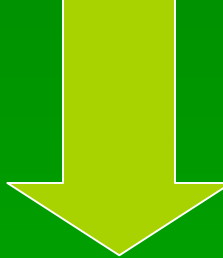
MSU Strengths: importance above the midpoint and satisfaction in the upper quartile

- Delivery platform (D2L) is reliable
- Registration and billing is convenient
- Instructional materials, course media are appropriate, viewable, useable, and accessible
- High faculty expectations of work/quality

MSU Challenge: importance above midpoint and satisfaction in the bottom quartile and/or performance gap in the upper quartile

- Faculty/Institutional responsiveness to needs
- Program requirement clarity and offerings
- Course goals & procedures (completing assignments) clarity
- Faculty feedback about student progress
- Quality of instruction
- Tuition paid to investment

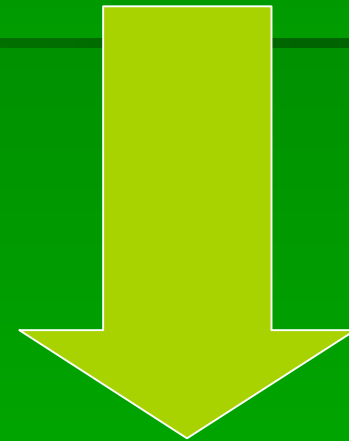
2005 to 2006 Differences

- Tutoring services are readily available for online courses *(p<.05)
 - The quality of online instruction is excellent. *(p<.05)
- 

*Mean Differences - .40

National Differences

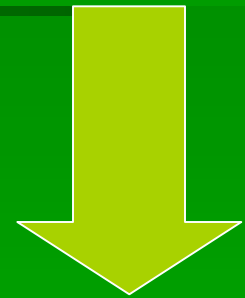
- Instructional Services
- Enrollment Services
- Student Services
- Academic Services
- Institutional Perceptions



Mean differences .50 *(p<.001)

MnSCU Differences

- Instructional Services *($p < .01$)
 - Faculty/student interaction, feedback, assessment clarity and reasonableness
- Enrollment Services*($p < .05$)
 - Registration convenience
- Student Services*($p < .001$)
 - Institutional response, communication channels for questions and complaints, Online career services, bookstore timeliness



Mean Differences - .25

Priority Survey for Online Learners: MSU 2005/2006 Results

- <http://www.mnsu.edu/acadaf/pra/reports/>

Click on 2005 or 2006 Noel-Levitz Priority Survey for Online Learners Summary Report