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

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