

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

- | | |
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| <ul style="list-style-type: none">■ 2005■ 562 students enrolled in online courses<ul style="list-style-type: none">■ 64% female■ 62% full-time students■ 33% graduate level | <ul style="list-style-type: none">■ 2006■ 794 students enrolled in online courses<ul style="list-style-type: none">■ 63% female■ 62% full-time students■ 33% graduate level |
|--|--|

Survey Respondents

- | | |
|--|--|
| <p>2005</p> <ul style="list-style-type: none">■ 182 respondents (32% response)<ul style="list-style-type: none">■ 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 | <p>2006</p> <ul style="list-style-type: none">■ 249 respondents (31% response)<ul style="list-style-type: none">■ 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 |
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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

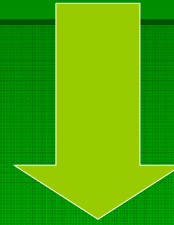
2005 to 2006 Differences

- 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

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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