



***INSTITUTE OF  
TECHNOLOGY***

**Oklahoma State University Institute of Technology-Okmulgee  
Priorities Survey for Online Learners**

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## **Introduction**

Online learning programs are rapidly gaining popularity. But students in these programs also have different needs, expectations, and priorities than traditional students. The Ruffalo Noel Levitz Priorities Survey for Online Learners (PSOL) measures student satisfaction and priorities showing how satisfied students are as well as what issues are important to them, much like the Ruffalo Noel Levitz Student Satisfaction Inventory (SSI), but tailored for students taking coursework online. The text of the items was modified and crafted by Ruffalo Noel Levitz to be appropriate for distance learning students. The PSOL is currently only available online.

## **Sample Selection, Notification and Administration**

All OSUIT students taking an online or hybrid class during spring semester 2016 with an active email address were invited to take part in the PSOL. This is the second year this survey has been implemented at OSUIT. The PSOL was scheduled for administration from February 22 through March 26, 2016. Email addresses were sent to Ruffalo Noel Levitz and four invitations/reminders were sent by Ruffalo Noel Levitz on dates specified by this office. Emails included a unique passcode for each student to access the survey online, and each invitation/reminder explicitly stated the deadline for completing the survey. The fourth reminder provided a two-day extension of the deadline and netted a worthwhile increase in the overall response rate. Out of 755 students invited to participate, 251 online students completed the PSOL for a 33.2% response rate. These results were reported alongside the National Online Learners, a national group of all colleges and universities administering the PSOL during the 2015-2016 academic year. The national group results for 2016 were based on a total of 118,322 responses (see appendix A for full institutional report from Ruffalo Noel Levitz).

## **Demographics**

Participants in the 2016 sample were 45 percent male, 55 percent female. Only eight percent were age 18 or under; 40 percent were 19-24; 26 percent were 25-34; 16 percent were 35-44; ten percent were over 45 years of age. Sixty-four percent of the sample were White, 18 percent were American Indian/Alaskan Native, and eleven percent were Black/African American. Seventy-two percent of students were enrolled full-time. Educational goals for this sample included 53 percent who planned to pursue or are pursuing a Bachelor's degree, 34 percent were seeking an Associate degree and eleven percent planned to pursue an advanced degree. Many were working while taking classes with 46 percent employed full-time.

## **Instrument**

The PSOL items describe student expectations of educational offerings and support services relative to distance learning. The survey consists of 26 standard items with an additional six campus-defined questions. The standard items and the campus-defined items were rated by respondents on both the importance and satisfaction dimensions.

PSOL survey items make up the following five survey scales:

*Institutional Perceptions*- assesses how students perceive our institution.

*Academic Services*- assesses the services students utilize to achieve their academic goals. These services include advising, course offerings, technical assistance, online library resources, and tutoring services.

*Instructional Services*- measures students' academic experience, the instructional materials, the faculty/student interactions, evaluation procedures, and the quality of the instruction.

*Enrollment Services*- assesses the processes and services related to enrolling students in the online program, including financial aid, registration, and payment procedures.

*Student Services*- measures the quality of student programs and services, including responses to student requests, online career services, and the bookstore.

Students were asked to respond with a level of importance and a level of satisfaction for these expectations using the following ratings.

#### **IMPORTANCE**

- 1 = not important at all
- 2 = not very important
- 3 = somewhat unimportant
- 4 = neutral
- 5 = somewhat important
- 6 = important
- 7 = very important

#### **SATISFACTION**

- 1 = not satisfied at all
- 2 = not very satisfied
- 3 = somewhat dissatisfied
- 4 = neutral
- 5 = somewhat satisfied
- 6 = satisfied
- 7 = very satisfied

The difference between the importance score and the satisfaction score results in a “performance gap” score. The performance gap is useful for understanding the students' level of satisfaction in context. Performance gaps are calculated by subtracting the *satisfaction score* from the *importance score* on each item that makes up the scale and, cumulatively, for the scales themselves.

### **Results for the Five Survey Scales**

*Instructional Services* ( $p > .001$ ), *Enrollment Services* ( $p > .001$ ), and *Academic Services* ( $p > .05$ ) were lower on satisfaction than the national group benchmarks. By taking these scales and drilling-down-- performing an item-level analysis— strengths and challenges were identified for a better understanding of how to address needs among the OSUIT online community.

### **Strategic Planning Overview: Strengths**

At the item level, those items rated with both high importance and high satisfaction are considered strengths. OSUIT online learners reported high importance and satisfaction in areas representing the services involved in becoming an online student with items such as *registration for online courses is convenient; billing and payment procedures are convenient for me; and, I am aware of whom to contact for questions about programs and services*. Other strengths included *the Online Classroom (D2L) is easy to use; at OSUIT, choices are available for taking classes either face-to-face or online; and, my program advisor is accessible by telephone and e-mail*.

### **Strategic Planning Overview: Challenges**

Items with high importance and low satisfaction are considered challenges. These items essentially represent quality of course delivery and interaction with faculty. OSUIT online learners reported lower satisfaction on items of high importance such as *faculty provide timely feedback about student progress; faculty are responsive to student needs; and, quality of online instruction is excellent*. Further, general items such as *this institution responds quickly when I request information and tuition paid is a worthwhile investment* were considered challenges.

### **Lower Satisfaction vs. National Online Learners**

Items were compared with the mean results of all respondents nationally as a benchmark. Compared to national benchmarks, OSUIT students reported lower satisfaction in the following areas:

*Faculty are responsive to student needs.*

*Faculty provide timely feedback about student progress.*

*This institution responds quickly when I request information.*

*Registration for online courses is convenient.*

*Billing and payment procedures are convenient for me.*

*There are sufficient offerings within my program of study.*

*The quality of online instruction is excellent.*

*Student assignments are clearly defined in the syllabus.*

### **Summary Items**

The PSOL also included three summary questions regarding students' general attitude. These questions are often used in marketing to determine the likelihood of a positive or negative attitude that may reflect on the institution's reputation during face-to-face interactions with others.

When asked, “So far, how has your college experience met your expectations?” the average of responses for OSUIT was 4.6 on a seven point scale between 4 = “About what I expected” and 5 = “Better than I expected”. The average of responses for the national group was higher at 5.2.

When asked, “Rate your overall satisfaction with your experience here thus far”, the average of responses for OSUIT was 5.3 falling between 5 = “Somewhat satisfied” and 6 = “Satisfied”. The average of responses for the national group was higher at 5.8.

When asked, “All in all, if you had to do it over, would you enroll here again?” the average of responses for OSUIT was 5.6 vs. 5.9 for the national group. On a seven point scale, these responses fall between “Maybe yes” and “Probably yes”.

### **Sources of Information**

In addition to the five survey scales, the survey includes seven items that assess sources of information for the student. These items only ask for an importance rating and do not include satisfaction or performance gap scores. Respondents were presented a list of *Sources of Information* to rate how important these sources were in the student’s decision to enroll in online classes. According to OSUIT students, the *campus web site* was the most important source of information followed by *recommendations from an instructor or program advisor*, *the course catalog (online)*, and *contact with current students and/or recent graduates of the program*. Least important, according to students’ perceptions, were *printed catalog and brochures* and *advertisements* in general, though OSUIT students reported these as *more important* as compared to the national group.

### **Factors to Enroll**

Also included in the survey are 11 items that assess pre-enrollment factors. Again, these items only ask for an importance rating and do not include satisfaction or performance gap scores. Respondents were presented a list of *Factors to Enroll* to rate in terms of how important the factors were in the student’s decision to enroll in online classes. According to OSUIT students, *flexible pacing for completing a program*, *cost*, *convenience*, and *future employment opportunities* topped the list while *distance from campus* and *recommendations from employer* were least important. For OSUIT online learners, recommendations from employer received a substantially higher importance score (5.71) than for the national group (5.17) which may reflect key differences in the OSUIT mission from those of the generalized national group.

### **Conclusions**

It is important to examine the individual items within each scale to best determine where the issues lie. Take caution in drawing comparisons with the national group of PSOL respondents; there is only one version of the PSOL for all online students at all types of academic institutions, whereas the SSI form used by OSUIT is specific to community, junior, and technical colleges.

The identified strengths reflect the accessibility and effectiveness of the structures involved in service delivery for online students including D2L, course registration, and billing and payment

procedures. Students have options whether to take classes face-to-face or online, program advisors make themselves accessible by phone and email, and students know whom to contact for questions about programs and services. Challenges focus more on instruction and the value of the class itself, and this includes timely and effective communication between student and instructor regarding feedback on student progress and meeting student needs. Students are looking for faster response times when requesting information; they are also concerned about the quality of instruction and whether tuition paid is a worthwhile investment. Compared to the benchmarks set by the national group of online learners, the previously mentioned challenges show up as areas of lower satisfaction for OSUIT students in online classes.

Year-to-year comparisons of OSUIT online students revealed a slight increase in satisfaction from 2015 to 2016. Appendix B shows graphs for individual items comparing importance to satisfaction for consecutive years and graphs showing the two-year trend for satisfaction.

**Comment:** When comparing exceptionally large samples, small differences can sometimes be detected and reported as *statistically significant*. When identifying statistically significant differences in reports such as this current document, it is also useful to understand that these relatively small differences, though perhaps *statistically significant*, may not be very *meaningful* or *effective* in application. Benchmark comparisons are useful over time to detect trends and consistency (or inconsistency) in the data; in some cases, however, the degree of real difference may be inconsequential and, in those instances, needs to be recognized and evaluated as such. -cm

APPENDIX A:  
Priorities Survey for Online Learners  
OSUIT Institutional Report

## Demographics

<b>Gender</b>	<b>N</b>	<b>%</b>	<b>Current Class Load</b>	<b>N</b>	<b>%</b>
Female	129	55.13%	Full-time	168	72.41%
Male	105	44.87%	Part-time	64	27.59%
Total	234	100.00%	Total	232	100.00%
No Response	17		No Response	19	

<b>Age</b>	<b>N</b>	<b>%</b>	<b>Class Level</b>	<b>N</b>	<b>%</b>
18 and under	19	8.12%	First year	56	23.93%
19 to 24	93	39.74%	Second year	101	43.16%
25 to 34	61	26.07%	Third year	40	17.09%
35 to 44	38	16.24%	Fourth year	23	9.83%
45 to 54	16	6.84%	Special student	2	0.85%
55 to 64	7	2.99%	Graduate/professional	1	0.43%
65 and over	0	0.00%	Other class level	11	4.70%
Total	234	100.00%	Total	234	100.00%
No Response	17		No Response	17	

<b>Ethnicity/Race</b>	<b>N</b>	<b>%</b>	<b>Educational Goal</b>	<b>N</b>	<b>%</b>
African-American	25	10.82%	Associate degree	79	34.35%
American Indian or Alaskan Native	41	17.75%	Bachelor's degree	123	53.48%
Asian or Pacific Islander	2	0.87%	Master's degree	13	5.65%
Caucasian/White	148	64.07%	Doctorate or professional degree	11	4.78%
Hispanic	5	2.16%	Certification (initial or renewal)	0	0.00%
Other race	1	0.43%	Self-improvement/pleasure	1	0.43%
Race - Prefer not to respond	9	3.90%	Job-related training	1	0.43%
Total	231	100.00%	Other educational goal	2	0.87%
No Response	20		Total	230	100.00%
			No Response	21	

<b>Current Enrollment Status</b>	<b>N</b>	<b>%</b>	<b>Employment</b>	<b>N</b>	<b>%</b>
Primarily online	136	58.87%	Full-time	107	45.92%
Primarily on-campus	95	41.13%	Part-time	56	24.03%
Total	231	100.00%	Not employed	70	30.04%
No Response	20		Total	233	100.00%
			No Response	18	



## Demographics

<b>Current Residence</b>			<b>Previous Online Enrollment</b>		
	<b>N</b>	<b>%</b>		<b>N</b>	<b>%</b>
Own house	78	34.06%	No classes	50	21.74%
Rent room / apartment / house	77	33.62%	1-3 classes	79	34.35%
Relative's home	43	18.78%	4-6 classes	47	20.43%
Residence hall	24	10.48%	7-9 classes	16	6.96%
Other residence	7	3.06%	10-12 classes	16	6.96%
Total	229	100.00%	13-15 classes	7	3.04%
No Response	22		More than 15 classes	15	6.52%
			Total	230	100.00%
			No Response	21	
<b>Marital Status</b>			<b>I would enroll in additional online courses if available.</b>		
	<b>N</b>	<b>%</b>		<b>N</b>	<b>%</b>
Single	124	53.68%	Yes	130	56.28%
Single with children	30	12.99%	Maybe	72	31.17%
Married	37	16.02%	No (please explain in comment box below)	29	12.55%
Married with children	35	15.15%	Campus item - Answer 4	0	0.00%
Marital - Prefer not to respond	5	2.16%	Campus item - Answer 5	0	0.00%
Total	231	100.00%	Campus item - Answer 6	0	0.00%
No Response	20		Total	231	100.00%
			No Response	20	
<b>Current Plans</b>			<b>I attend most of my classes:</b>		
	<b>N</b>	<b>%</b>		<b>N</b>	<b>%</b>
Complete online degree program	74	32.31%	online	112	48.48%
Complete degree on campus	90	39.30%	OSUIT-Okmulgee	118	51.08%
Transfer credits	29	12.66%	OSUIT-MAIP (Pryor)	1	0.43%
Complete this course	36	15.72%	on a career tech campus	0	0.00%
Total	229	100.00%	Campus item 2 - Answer 5	0	0.00%
No Response	22		Campus item 2 - Answer 6	0	0.00%
			Total	231	100.00%
			No Response	20	
<b>Current Online Enrollment</b>			<b>Group Code</b>		
	<b>N</b>	<b>%</b>		<b>N</b>	<b>%</b>
1-3 credits	63	27.75%	0002: Air Conditioning & Refrigeration Technology	1	0.43%
4-6 credits	67	29.52%	0011: Construction Technology	2	0.86%
7-9 credits	29	12.78%	0012: Information Technologies (AAS)	13	5.60%
10-12 credits	34	14.98%	0014: Graphic Design Technology	2	0.86%
13-15 credits	24	10.57%	0034: 3D Modeling and Animation	1	0.43%
More than 15 credits	10	4.41%	0039: Office Information Systems Technology	4	1.72%
Total	227	100.00%			
No Response	24				

## Demographics

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0044: General Studies	8	3.45%
0046: Culinary Arts	13	5.60%
0061: Photography Technology	2	0.86%
0080: Engineering Technologies	8	3.45%
0089: Orthotics & Prosthetics	4	1.72%
0090: Pre-education	19	8.19%
0091: Business	24	10.34%
0092: Information Technologies (AS)	3	1.29%
0093: Nursing	29	12.50%
0094: Information Technologies (BT)	62	26.72%
0095: Instrument Engineering Technologies (BT)	5	2.16%
0096: Civil Engineering Technology (BT)	5	2.16%
0100: Power Plant Technology	1	0.43%
0101: Pipeline Integrity Technology	3	1.29%
0104: Automotive Service Technology-Chrysler-MOPAR	1	0.43%
0108: Diesel & Heavy Equipment Technology-CAT	1	0.43%
0112: Natural Gas Compression	4	1.72%
0123: Allied Health Sciences	15	6.47%
7777: Non-Degree Seeking	2	0.86%
Total	232	100.00%
No Response	19	

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## **Strategic Planning Overview**

### **Strengths and Challenges**

#### **Strengths**

- 27. Campus item: The Online Classroom (D2L) is easy to use.
- 18. Registration for online courses is convenient.
- 23. Billing and payment procedures are convenient for me.
- 31. Campus item: At OSUIT, choices are available for taking classes either face-to-face or online.
- 2. My program advisor is accessible by telephone and e-mail.
- 22. I am aware of whom to contact for questions about programs and services.

#### **Challenges**

- 25. Faculty are responsive to student needs.
- 6. Tuition paid is a worthwhile investment.
- 4. Faculty provide timely feedback about student progress.
- 10. This institution responds quickly when I request information.
- 12. There are sufficient offerings within my program of study.
- 20. The quality of online instruction is excellent.

## **Strategic Planning Overview**

### **Benchmarks**

#### **Lower Satisfaction vs. National Online Learners**

- 25. Faculty are responsive to student needs.
- 4. Faculty provide timely feedback about student progress.
- 10. This institution responds quickly when I request information.
- 18. Registration for online courses is convenient.
- 23. Billing and payment procedures are convenient for me.
- 12. There are sufficient offerings within my program of study.
- 20. The quality of online instruction is excellent.
- 11. Student assignments are clearly defined in the syllabus.

**Institutional Summary**  
**Scales: In Order of Importance**

Scale	Oklahoma State University Institute of			National Online Learners			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
Enrollment Services	6.43	5.82 / 1.20	0.61	6.53	6.06 / 1.08	0.47	-0.24 ***
Institutional Perceptions	6.39	5.82 / 1.27	0.57	6.54	5.92 / 1.19	0.62	-0.10
Academic Services	6.34	5.79 / 1.17	0.55	6.45	5.93 / 1.02	0.52	-0.14 *
Student Services	6.33	5.77 / 1.17	0.56	6.39	5.88 / 1.15	0.51	-0.11
Instructional Services	6.27	5.63 / 1.26	0.64	6.43	5.88 / 1.06	0.55	-0.25 ***

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level

National Group Means are based on 118322 records.

## Institutional Summary

### Items: In Order of Importance

Item	Oklahoma State University Institute of			National Online Learners			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
27. Campus item: The Online Classroom (D2L) is easy to use.	6.62	6.03 / 1.38	0.59				
6. Tuition paid is a worthwhile investment.	6.57	5.76 / 1.50	0.81	6.64	5.80 / 1.44	0.84	-0.04
25. Faculty are responsive to student needs.	6.57	5.68 / 1.55	0.89	6.66	5.95 / 1.35	0.71	-0.27 **
4. Faculty provide timely feedback about student progress.	6.54	5.50 / 1.60	1.04	6.62	5.84 / 1.39	0.78	-0.34 ***
50. Factor to enroll: Flexible pacing for completing a program	6.50			6.64			
3. Instructional materials are appropriate for program content.	6.49	5.85 / 1.39	0.64	6.62	6.00 / 1.22	0.62	-0.15
10. This institution responds quickly when I request information.	6.49	5.77 / 1.44	0.72	6.59	6.00 / 1.36	0.59	-0.23 **
18. Registration for online courses is convenient.	6.49	5.97 / 1.41	0.52	6.64	6.38 / 1.09	0.26	-0.41 ***
45. Factor to enroll: Cost	6.49			6.34			
51. Factor to enroll: Convenience	6.49			6.76			
23. Billing and payment procedures are convenient for me.	6.48	6.00 / 1.23	0.48	6.56	6.19 / 1.25	0.37	-0.19 *
12. There are sufficient offerings within my program of study.	6.47	5.69 / 1.44	0.78	6.58	5.94 / 1.30	0.64	-0.25 **
20. The quality of online instruction is excellent.	6.47	5.39 / 1.75	1.08	6.68	5.86 / 1.40	0.82	-0.47 ***
31. Campus item: At OSUIT, choices are available for taking classes either face-to-face or online.	6.47	5.96 / 1.41	0.51				
2. My program advisor is accessible by telephone and e-mail.	6.46	6.00 / 1.42	0.46	6.47	6.07 / 1.34	0.40	-0.07
11. Student assignments are clearly defined in the syllabus.	6.45	5.75 / 1.44	0.70	6.68	5.98 / 1.31	0.70	-0.23 **

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level

National Group Means are based on 118322 records.

## Institutional Summary

### Items: In Order of Importance

Item	Oklahoma State University Institute of			National Online Learners			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
28. Campus item: There are sufficient online courses available through OSUIT.	6.45	5.82 / 1.39	0.63				
7. Program requirements are clear and reasonable.	6.44	5.79 / 1.44	0.65	6.63	5.95 / 1.30	0.68	-0.16
22. I am aware of whom to contact for questions about programs and services.	6.44	5.90 / 1.43	0.54	6.52	5.97 / 1.39	0.55	-0.07
47. Factor to enroll: Future employment opportunities	6.44			6.22			
32. Campus item: When applicable, there is sufficient additional hands-on experience in my major.	6.43	5.81 / 1.56	0.62				
53. Factor to enroll: Program requirements	6.41			6.49			
9. Adequate financial aid is available.	6.40	5.69 / 1.65	0.71	6.47	5.83 / 1.54	0.64	-0.14
26. The bookstore provides timely service to students.	6.40	6.07 / 1.29	0.33	6.35	6.07 / 1.29	0.28	0.00
17. Assessment and evaluation procedures are clear and reasonable.	6.39	5.83 / 1.41	0.56	6.52	6.00 / 1.25	0.52	-0.17 *
44. Factor to enroll: Ability to transfer credits	6.38			6.22			
5. My program advisor helps me work toward career goals.	6.37	5.72 / 1.65	0.65	6.31	5.63 / 1.60	0.68	0.09
14. I receive timely information on the availability of financial aid.	6.35	5.61 / 1.60	0.74	6.42	5.82 / 1.52	0.60	-0.21 *
16. Appropriate technical assistance is readily available.	6.35	5.96 / 1.31	0.39	6.49	6.07 / 1.27	0.42	-0.11
29. Campus item: There are sufficient online programs/majors available through OSUIT.	6.33	5.65 / 1.47	0.68				
48. Factor to enroll: Reputation of institution	6.33			6.36			

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level

National Group Means are based on 118322 records.

## Institutional Summary

### Items: In Order of Importance

Item	Oklahoma State University Institute of			National Online Learners			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
46. Factor to enroll: Financial assistance available	6.30			6.33			
1. This institution has a good reputation.	6.21	5.88 / 1.32	0.33	6.45	6.03 / 1.20	0.42	-0.15 *
21. Adequate online library resources are provided.	6.19	5.75 / 1.37	0.44	6.51	6.09 / 1.27	0.42	-0.34 ***
15. Channels are available for providing timely responses to student complaints.	6.17	5.57 / 1.51	0.60	6.30	5.57 / 1.61	0.73	0.00
49. Factor to enroll: Work schedule	6.16			6.60			
19. Online career services are available.	6.13	5.51 / 1.51	0.62	6.12	5.72 / 1.47	0.40	-0.21 *
13. The frequency of student and instructor interactions is adequate.	6.12	5.63 / 1.47	0.49	6.37	5.85 / 1.34	0.52	-0.22 *
24. Tutoring services are readily available for online courses.	6.07	5.59 / 1.53	0.48	6.09	5.65 / 1.58	0.44	-0.06
40. Source of information: Web site	6.06			6.34			
52. Factor to enroll: Distance from campus	6.01			5.31			
30. Campus item: There are sufficient hybrid/blended courses available at OSUIT incorporating a mix of online and in-class instruction.	5.95	5.56 / 1.50	0.39				
42. Source of information: Recommendation from instructor or program advisor	5.79			5.65			
54. Factor to enroll: Recommendations from employer	5.71			5.17			
38. Source of information: Catalog (online)	5.46			5.95			
43. Source of information: Contact with current students and / or recent graduates of the program	5.41			5.22			

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level

National Group Means are based on 118322 records.



## Institutional Summary

### Items: In Order of Importance

Item	Oklahoma State University Institute of			National Online Learners			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
39. Source of information: College representatives	5.29			5.57			
8. Student-to-student collaborations are valuable to me.	5.10	5.41 / 1.44	-0.31	5.28	5.50 / 1.44	-0.22	-0.09
37. Source of information: Catalog and brochures (printed)	4.72			4.49			
41. Source of information: Advertisements	4.48			4.39			
33. Campus item 7							
34. Campus item 8							
35. Campus item 9							
36. Campus item 10							

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level

National Group Means are based on 118322 records.

## Institutional Summary

### Scales: In Order With Items That Make Up the Scale - Academic Services

Scale/Item	Oklahoma State University Institute of			National Online Learners			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
<b>ACADEMIC SERVICES</b>	6.34	5.79 / 1.17	0.55	6.45	5.93 / 1.02	0.52	-0.14 *
2. My program advisor is accessible by telephone and e-mail.	6.46	6.00 / 1.42	0.46	6.47	6.07 / 1.34	0.40	-0.07
5. My program advisor helps me work toward career goals.	6.37	5.72 / 1.65	0.65	6.31	5.63 / 1.60	0.68	0.09
7. Program requirements are clear and reasonable.	6.44	5.79 / 1.44	0.65	6.63	5.95 / 1.30	0.68	-0.16
12. There are sufficient offerings within my program of study.	6.47	5.69 / 1.44	0.78	6.58	5.94 / 1.30	0.64	-0.25 **
16. Appropriate technical assistance is readily available.	6.35	5.96 / 1.31	0.39	6.49	6.07 / 1.27	0.42	-0.11
21. Adequate online library resources are provided.	6.19	5.75 / 1.37	0.44	6.51	6.09 / 1.27	0.42	-0.34 ***
24. Tutoring services are readily available for online courses.	6.07	5.59 / 1.53	0.48	6.09	5.65 / 1.58	0.44	-0.06

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level

National Group Means are based on 118322 records.

## Institutional Summary

### Scales: In Order With Items That Make Up the Scale - Enrollment Services

Scale/Item	Oklahoma State University Institute of			National Online Learners			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
<b>ENROLLMENT SERVICES</b>	6.43	5.82 / 1.20	0.61	6.53	6.06 / 1.08	0.47	-0.24 ***
9. Adequate financial aid is available.	6.40	5.69 / 1.65	0.71	6.47	5.83 / 1.54	0.64	-0.14
14. I receive timely information on the availability of financial aid.	6.35	5.61 / 1.60	0.74	6.42	5.82 / 1.52	0.60	-0.21 *
18. Registration for online courses is convenient.	6.49	5.97 / 1.41	0.52	6.64	6.38 / 1.09	0.26	-0.41 ***
23. Billing and payment procedures are convenient for me.	6.48	6.00 / 1.23	0.48	6.56	6.19 / 1.25	0.37	-0.19 *

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level

National Group Means are based on 118322 records.

## Institutional Summary

### Scales: In Order With Items That Make Up the Scale - Institutional Perceptions

Scale/Item	Oklahoma State University Institute of			National Online Learners			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
<b>INSTITUTIONAL PERCEPTIONS</b>	6.39	5.82 / 1.27	0.57	6.54	5.92 / 1.19	0.62	-0.10
1. This institution has a good reputation.	6.21	5.88 / 1.32	0.33	6.45	6.03 / 1.20	0.42	-0.15 *
6. Tuition paid is a worthwhile investment.	6.57	5.76 / 1.50	0.81	6.64	5.80 / 1.44	0.84	-0.04

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level

## Institutional Summary

### Scales: In Order With Items That Make Up the Scale - Instructional Services

Scale/Item	Oklahoma State University Institute of			National Online Learners			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
<b>INSTRUCTIONAL SERVICES</b>	6.27	5.63 / 1.26	0.64	6.43	5.88 / 1.06	0.55	-0.25 ***
3. Instructional materials are appropriate for program content.	6.49	5.85 / 1.39	0.64	6.62	6.00 / 1.22	0.62	-0.15
4. Faculty provide timely feedback about student progress.	6.54	5.50 / 1.60	1.04	6.62	5.84 / 1.39	0.78	-0.34 ***
8. Student-to-student collaborations are valuable to me.	5.10	5.41 / 1.44	-0.31	5.28	5.50 / 1.44	-0.22	-0.09
11. Student assignments are clearly defined in the syllabus.	6.45	5.75 / 1.44	0.70	6.68	5.98 / 1.31	0.70	-0.23 **
13. The frequency of student and instructor interactions is adequate.	6.12	5.63 / 1.47	0.49	6.37	5.85 / 1.34	0.52	-0.22 *
17. Assessment and evaluation procedures are clear and reasonable.	6.39	5.83 / 1.41	0.56	6.52	6.00 / 1.25	0.52	-0.17 *
20. The quality of online instruction is excellent.	6.47	5.39 / 1.75	1.08	6.68	5.86 / 1.40	0.82	-0.47 ***
25. Faculty are responsive to student needs.	6.57	5.68 / 1.55	0.89	6.66	5.95 / 1.35	0.71	-0.27 **

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level

National Group Means are based on 118322 records.

## Institutional Summary

### Scales: In Order With Items That Make Up the Scale - Student Services

Scale/Item	Oklahoma State University Institute of			National Online Learners			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
<b>STUDENT SERVICES</b>	6.33	5.77 / 1.17	0.56	6.39	5.88 / 1.15	0.51	-0.11
10. This institution responds quickly when I request information.	6.49	5.77 / 1.44	0.72	6.59	6.00 / 1.36	0.59	-0.23 **
15. Channels are available for providing timely responses to student complaints.	6.17	5.57 / 1.51	0.60	6.30	5.57 / 1.61	0.73	0.00
19. Online career services are available.	6.13	5.51 / 1.51	0.62	6.12	5.72 / 1.47	0.40	-0.21 *
22. I am aware of whom to contact for questions about programs and services.	6.44	5.90 / 1.43	0.54	6.52	5.97 / 1.39	0.55	-0.07
26. The bookstore provides timely service to students.	6.40	6.07 / 1.29	0.33	6.35	6.07 / 1.29	0.28	0.00

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level

National Group Means are based on 118322 records.

## Institutional Summary

### Items: In Sequential Order

Item	Oklahoma State University Institute of			National Online Learners			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
1. This institution has a good reputation.	6.21	5.88 / 1.32	0.33	6.45	6.03 / 1.20	0.42	-0.15 *
2. My program advisor is accessible by telephone and e-mail.	6.46	6.00 / 1.42	0.46	6.47	6.07 / 1.34	0.40	-0.07
3. Instructional materials are appropriate for program content.	6.49	5.85 / 1.39	0.64	6.62	6.00 / 1.22	0.62	-0.15
4. Faculty provide timely feedback about student progress.	6.54	5.50 / 1.60	1.04	6.62	5.84 / 1.39	0.78	-0.34 ***
5. My program advisor helps me work toward career goals.	6.37	5.72 / 1.65	0.65	6.31	5.63 / 1.60	0.68	0.09
6. Tuition paid is a worthwhile investment.	6.57	5.76 / 1.50	0.81	6.64	5.80 / 1.44	0.84	-0.04
7. Program requirements are clear and reasonable.	6.44	5.79 / 1.44	0.65	6.63	5.95 / 1.30	0.68	-0.16
8. Student-to-student collaborations are valuable to me.	5.10	5.41 / 1.44	-0.31	5.28	5.50 / 1.44	-0.22	-0.09
9. Adequate financial aid is available.	6.40	5.69 / 1.65	0.71	6.47	5.83 / 1.54	0.64	-0.14
10. This institution responds quickly when I request information.	6.49	5.77 / 1.44	0.72	6.59	6.00 / 1.36	0.59	-0.23 **
11. Student assignments are clearly defined in the syllabus.	6.45	5.75 / 1.44	0.70	6.68	5.98 / 1.31	0.70	-0.23 **
12. There are sufficient offerings within my program of study.	6.47	5.69 / 1.44	0.78	6.58	5.94 / 1.30	0.64	-0.25 **
13. The frequency of student and instructor interactions is adequate.	6.12	5.63 / 1.47	0.49	6.37	5.85 / 1.34	0.52	-0.22 *
14. I receive timely information on the availability of financial aid.	6.35	5.61 / 1.60	0.74	6.42	5.82 / 1.52	0.60	-0.21 *
15. Channels are available for providing timely responses to student complaints.	6.17	5.57 / 1.51	0.60	6.30	5.57 / 1.61	0.73	0.00
16. Appropriate technical assistance is readily available.	6.35	5.96 / 1.31	0.39	6.49	6.07 / 1.27	0.42	-0.11

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level

National Group Means are based on 118322 records.

## Institutional Summary

### Items: In Sequential Order

Item	Oklahoma State University Institute of			National Online Learners			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
17. Assessment and evaluation procedures are clear and reasonable.	6.39	5.83 / 1.41	0.56	6.52	6.00 / 1.25	0.52	-0.17 *
18. Registration for online courses is convenient.	6.49	5.97 / 1.41	0.52	6.64	6.38 / 1.09	0.26	-0.41 ***
19. Online career services are available.	6.13	5.51 / 1.51	0.62	6.12	5.72 / 1.47	0.40	-0.21 *
20. The quality of online instruction is excellent.	6.47	5.39 / 1.75	1.08	6.68	5.86 / 1.40	0.82	-0.47 ***
21. Adequate online library resources are provided.	6.19	5.75 / 1.37	0.44	6.51	6.09 / 1.27	0.42	-0.34 ***
22. I am aware of whom to contact for questions about programs and services.	6.44	5.90 / 1.43	0.54	6.52	5.97 / 1.39	0.55	-0.07
23. Billing and payment procedures are convenient for me.	6.48	6.00 / 1.23	0.48	6.56	6.19 / 1.25	0.37	-0.19 *
24. Tutoring services are readily available for online courses.	6.07	5.59 / 1.53	0.48	6.09	5.65 / 1.58	0.44	-0.06
25. Faculty are responsive to student needs.	6.57	5.68 / 1.55	0.89	6.66	5.95 / 1.35	0.71	-0.27 **
26. The bookstore provides timely service to students.	6.40	6.07 / 1.29	0.33	6.35	6.07 / 1.29	0.28	0.00
27. Campus item: The Online Classroom (D2L) is easy to use.	6.62	6.03 / 1.38	0.59				
28. Campus item: There are sufficient online courses available through OSUIT.	6.45	5.82 / 1.39	0.63				
29. Campus item: There are sufficient online programs/majors available through OSUIT.	6.33	5.65 / 1.47	0.68				
30. Campus item: There are sufficient hybrid/blended courses available at OSUIT incorporating a mix of online and in-class instruction.	5.95	5.56 / 1.50	0.39				
31. Campus item: At OSUIT, choices are available for taking classes either face-to-face or online.	6.47	5.96 / 1.41	0.51				

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level

National Group Means are based on 118322 records.



## Institutional Summary

### Items: In Sequential Order

Item	Oklahoma State University Institute of			National Online Learners			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
32. Campus item: When applicable, there is sufficient additional hands-on experience in my major.	6.43	5.81 / 1.56	0.62				
33. Campus item 7							
34. Campus item 8							
35. Campus item 9							
36. Campus item 10							
37. Source of information: Catalog and brochures (printed)	4.72			4.49			
38. Source of information: Catalog (online)	5.46			5.95			
39. Source of information: College representatives	5.29			5.57			
40. Source of information: Web site	6.06			6.34			
41. Source of information: Advertisements	4.48			4.39			
42. Source of information: Recommendation from instructor or program advisor	5.79			5.65			
43. Source of information: Contact with current students and / or recent graduates of the program	5.41			5.22			
44. Factor to enroll: Ability to transfer credits	6.38			6.22			
45. Factor to enroll: Cost	6.49			6.34			
46. Factor to enroll: Financial assistance available	6.30			6.33			
47. Factor to enroll: Future employment opportunities	6.44			6.22			
48. Factor to enroll: Reputation of institution	6.33			6.36			

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level

National Group Means are based on 118322 records.

**Institutional Summary**  
**Items: In Sequential Order**

Item	Oklahoma State University Institute of			National Online Learners			Mean Difference
	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
49. Factor to enroll: Work schedule	6.16			6.60			
50. Factor to enroll: Flexible pacing for completing a program	6.50			6.64			
51. Factor to enroll: Convenience	6.49			6.76			
52. Factor to enroll: Distance from campus	6.01			5.31			
53. Factor to enroll: Program requirements	6.41			6.49			
54. Factor to enroll: Recommendations from employer	5.71			5.17			

National Group Means are based on 118322 records.

\* Difference statistically significant at the .05 level  
 \*\* Difference statistically significant at the .01 level  
 \*\*\* Difference statistically significant at the .001 level

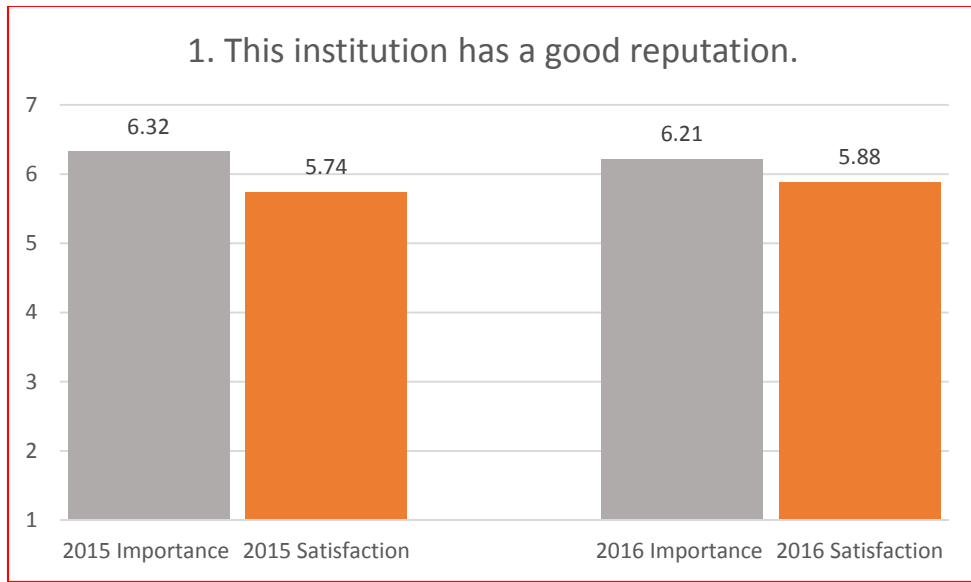
## Institutional Summary

### Summary Items

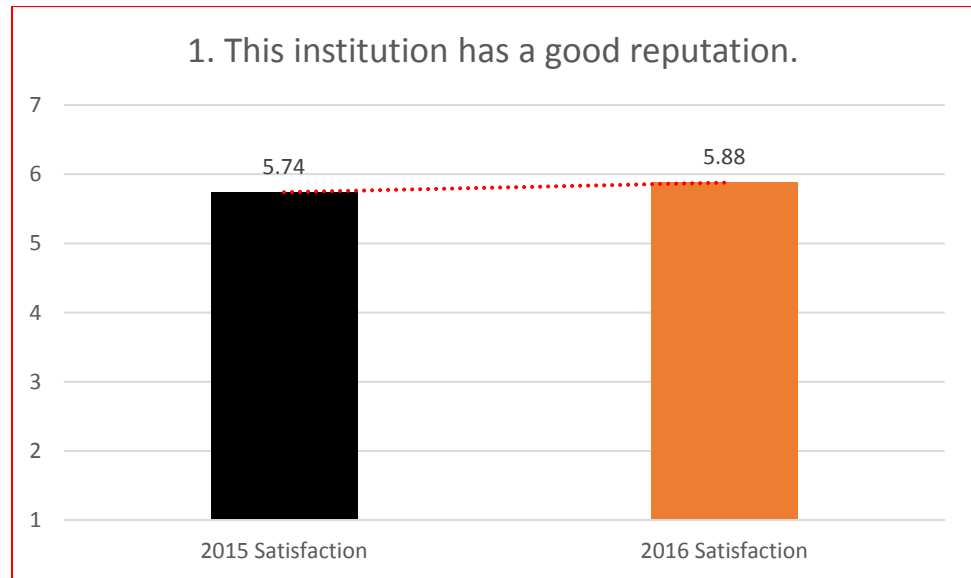
Summary Item	Oklahoma State University Institute of	National Online Learners	Mean Difference
So far, how has your college experience met your expectations? 1=Much worse than expected 2=Quite a bit worse than I expected 3=Worse than I expected 4=About what I expected 5=Better than I expected 6=Quite a bit better than I expected 7=Much better than expected	Average: 4.64 3% 2% 11% 34% 20% 11% 15%	Average: 5.18 2% 1% 6% 24% 24% 15% 26%	-0.54
Rate your overall satisfaction with your experience here thus far. 1=Not satisfied at all 2=Not very satisfied 3=Somewhat dissatisfied 4=Neutral 5=Somewhat satisfied 6=Satisfied 7=Very satisfied	Average: 5.25 4% 5% 5% 11% 11% 37% 23%	Average: 5.83 1% 2% 4% 5% 11% 37% 37%	-0.58
All in all, if you had to do it over, would you enroll here again? 1=Definitely not 2=Probably not 3=Maybe not 4=I don't know 5=Maybe yes 6=Probably yes 7=Definitely yes	Average: 5.62 2% 5% 3% 11% 10% 27% 40%	Average: 5.86 2% 4% 3% 6% 7% 26% 49%	-0.24

APPENDIX B  
Priorities Survey for Online Learners  
Year to Year Comparison

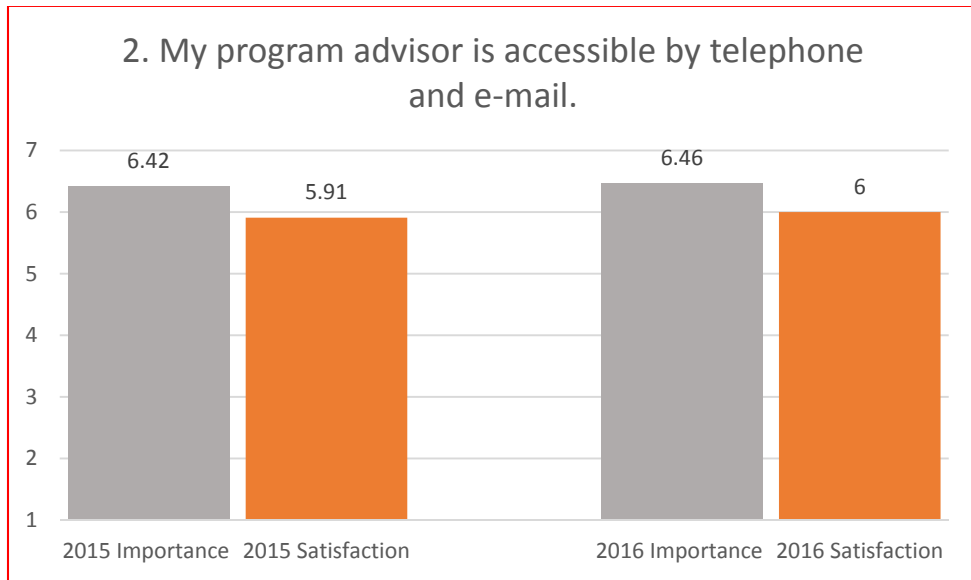
PSOL: OSUIT Ratings on Importance and Satisfaction for 2015 and 2016



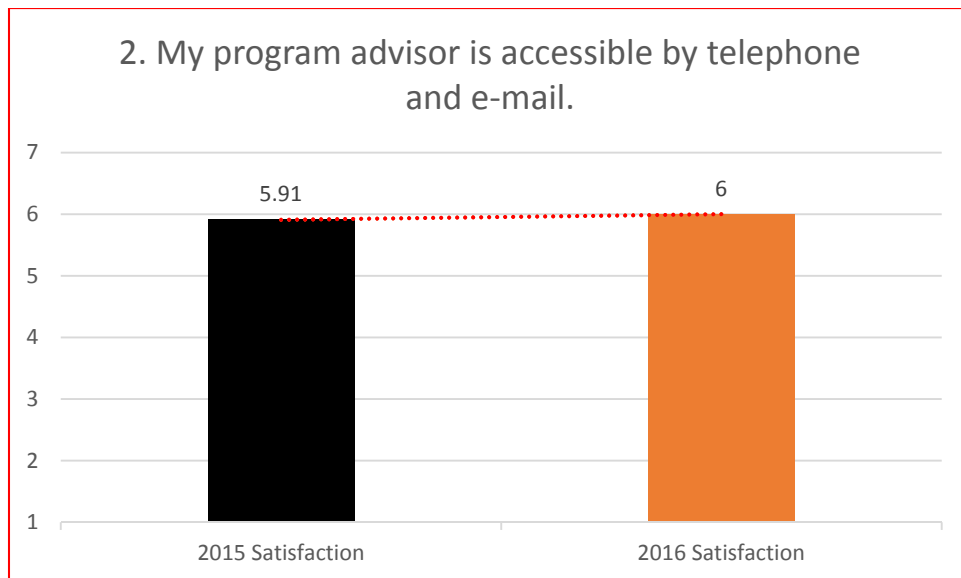
OSUIT Satisfaction Trend from 2015 to 2016



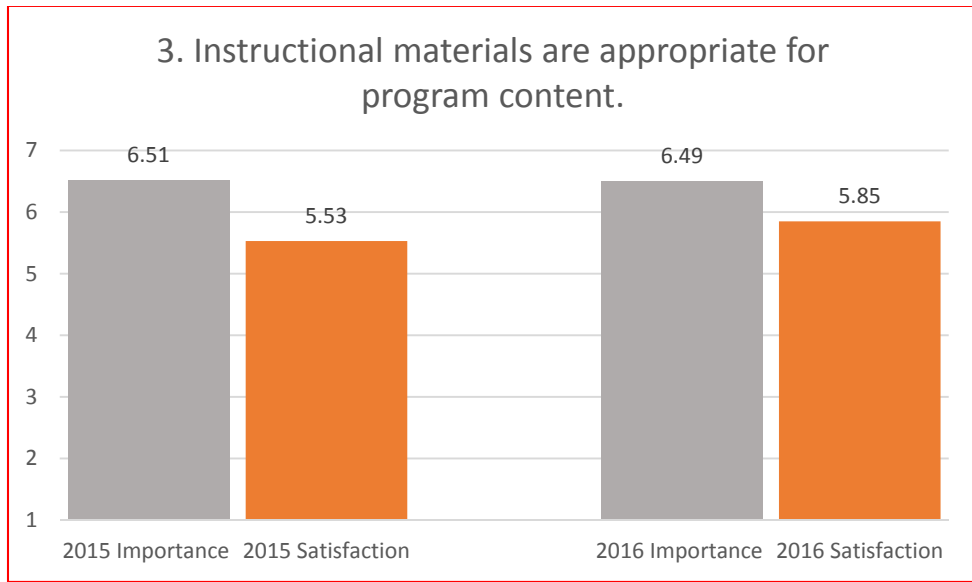
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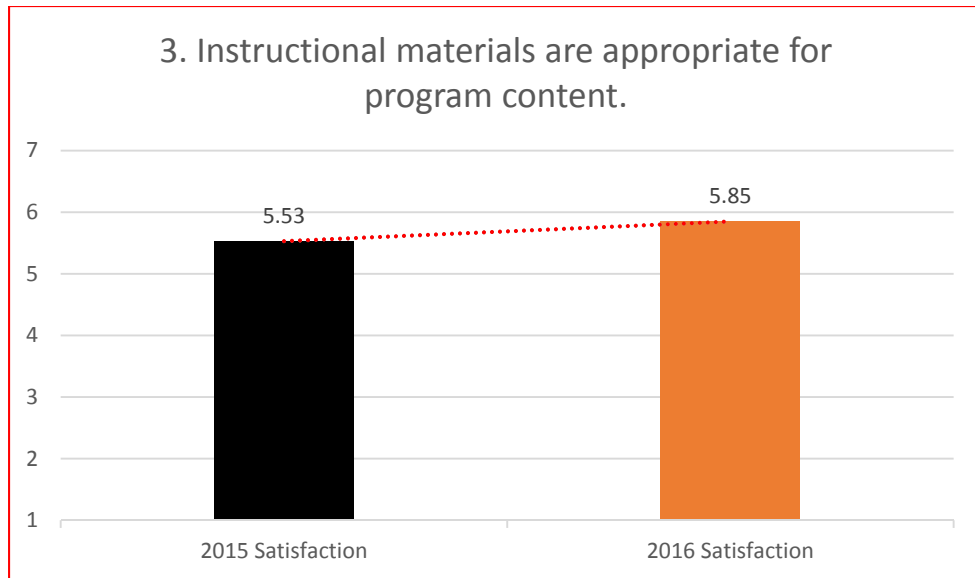
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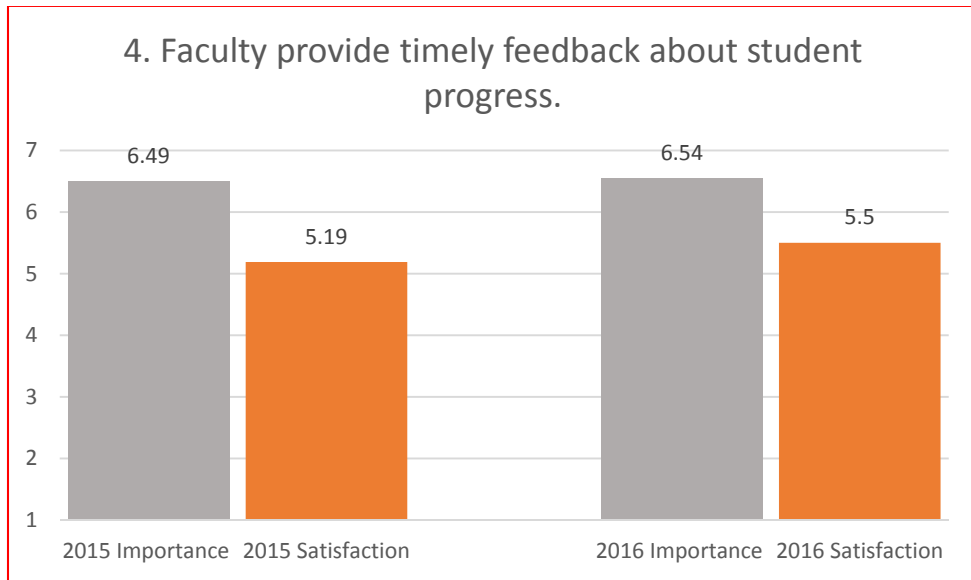
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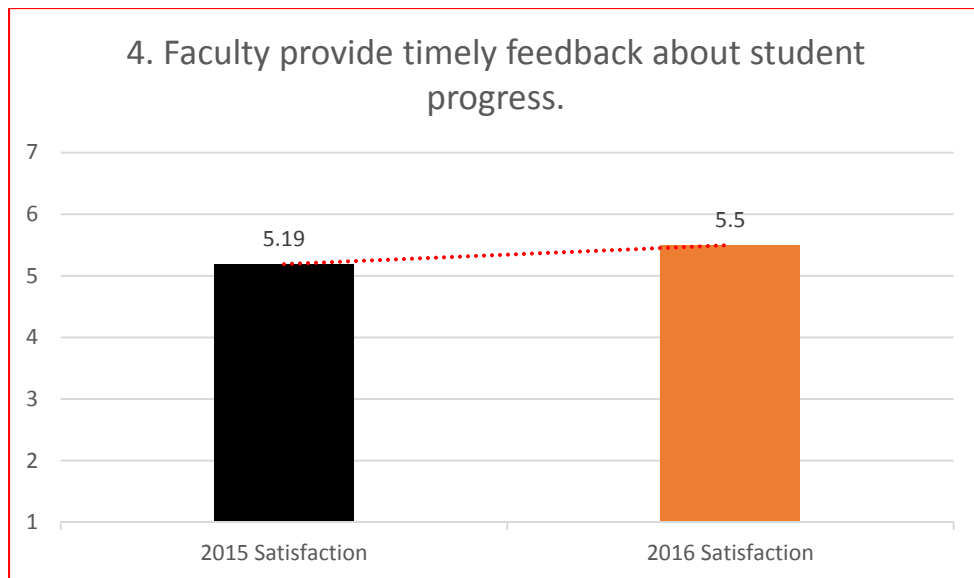
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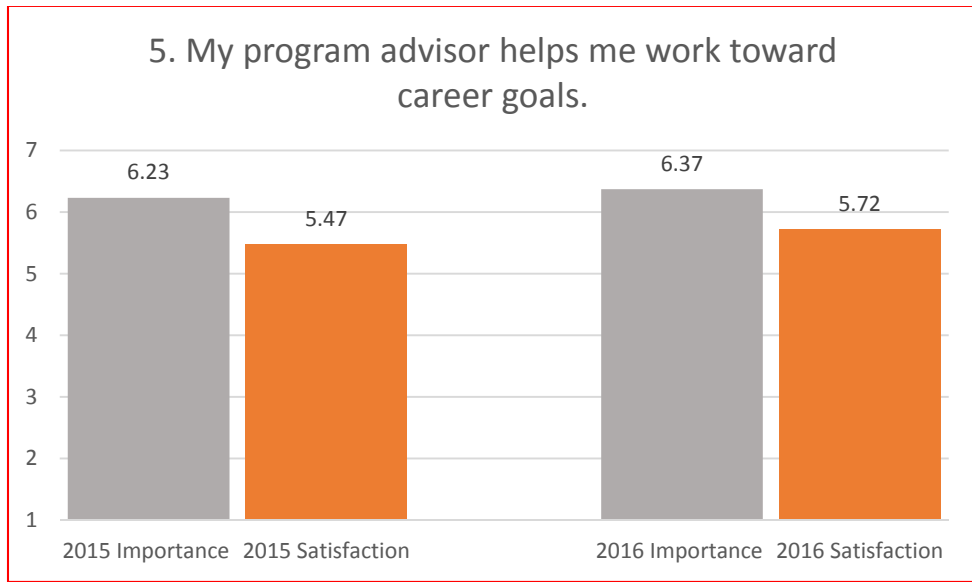


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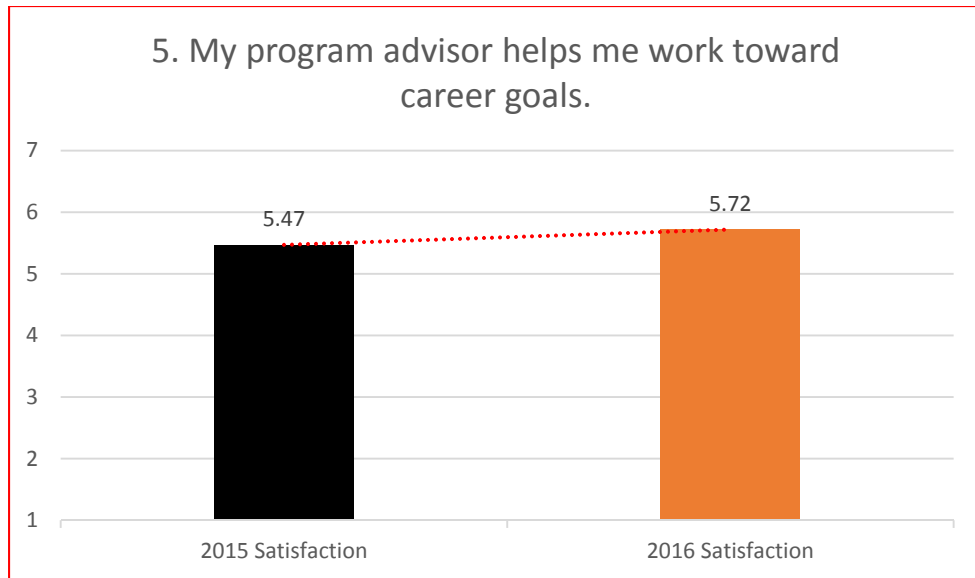




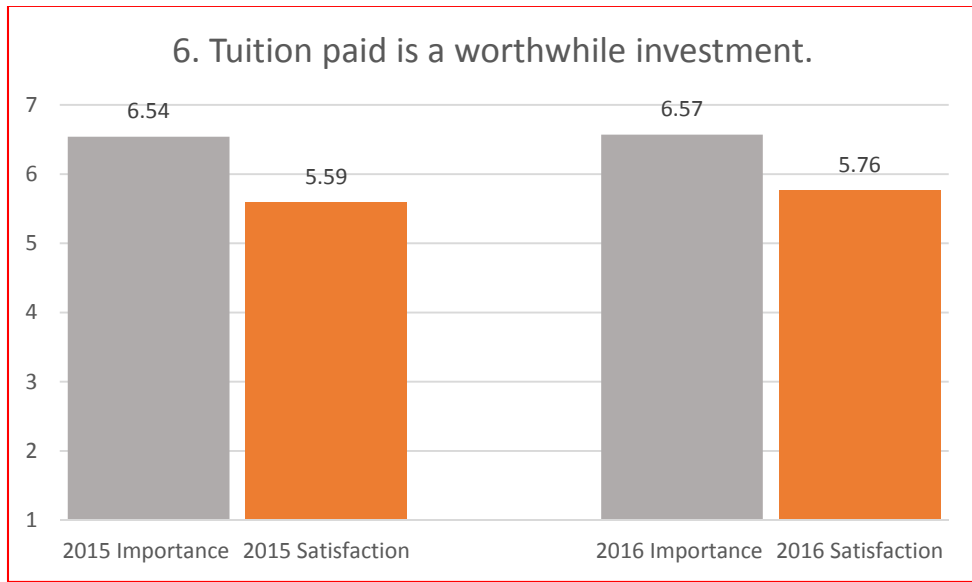
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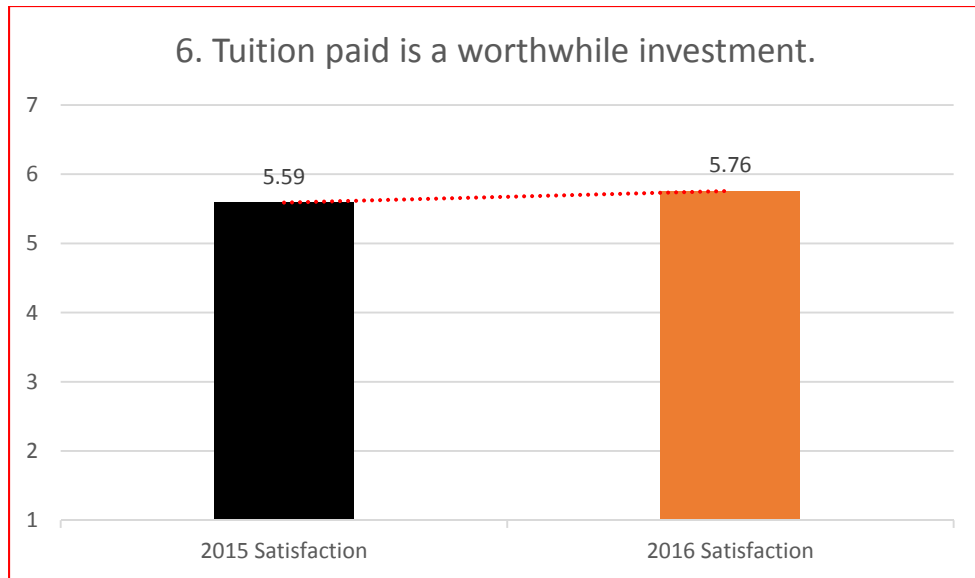
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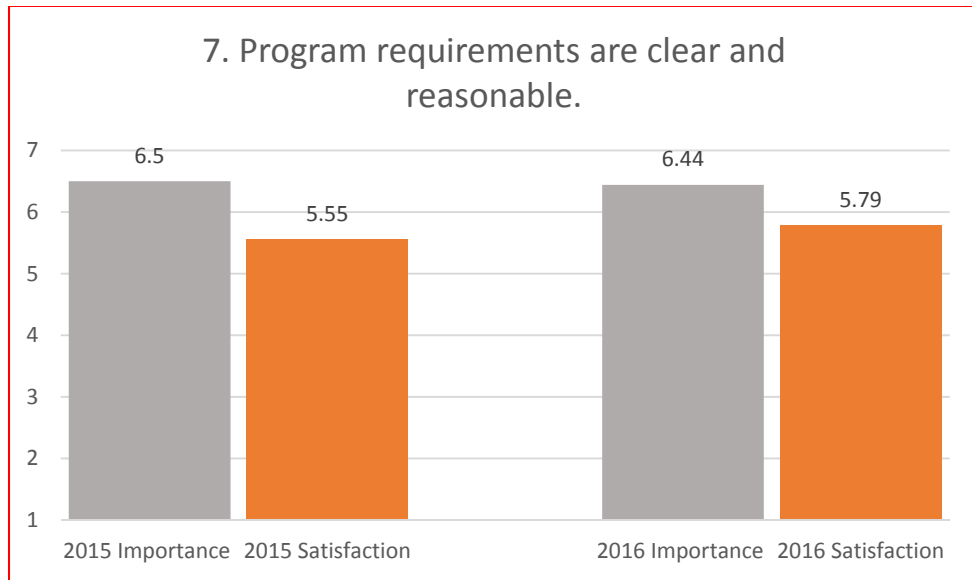
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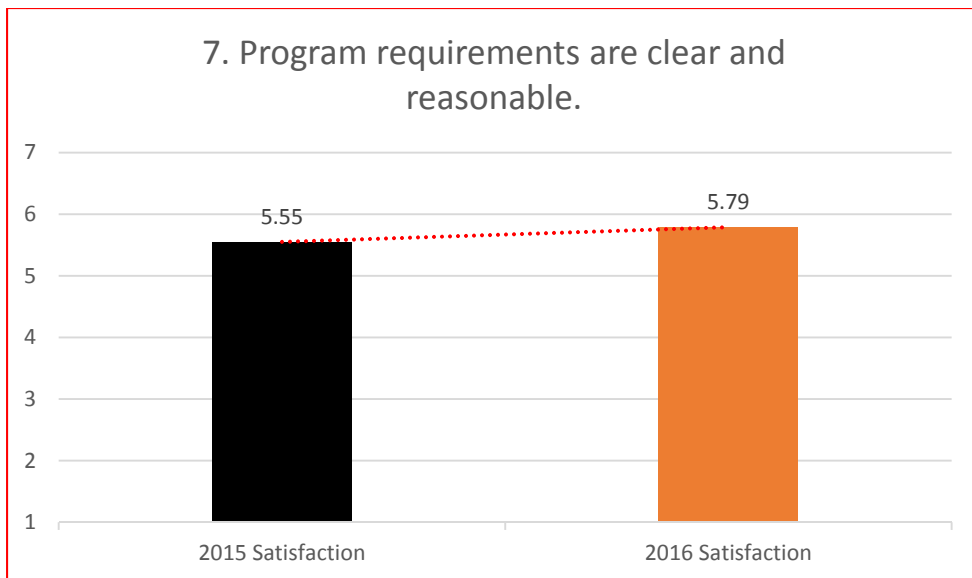
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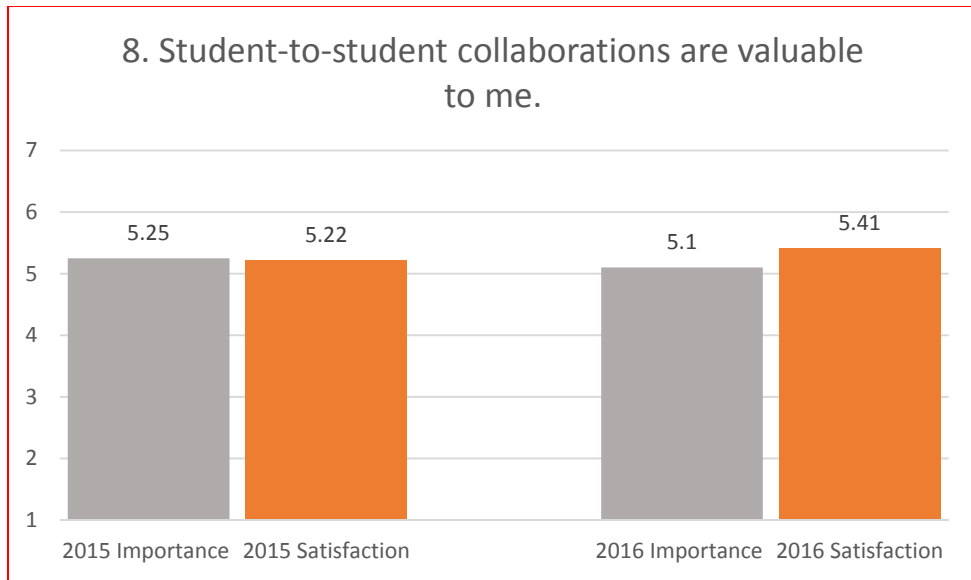
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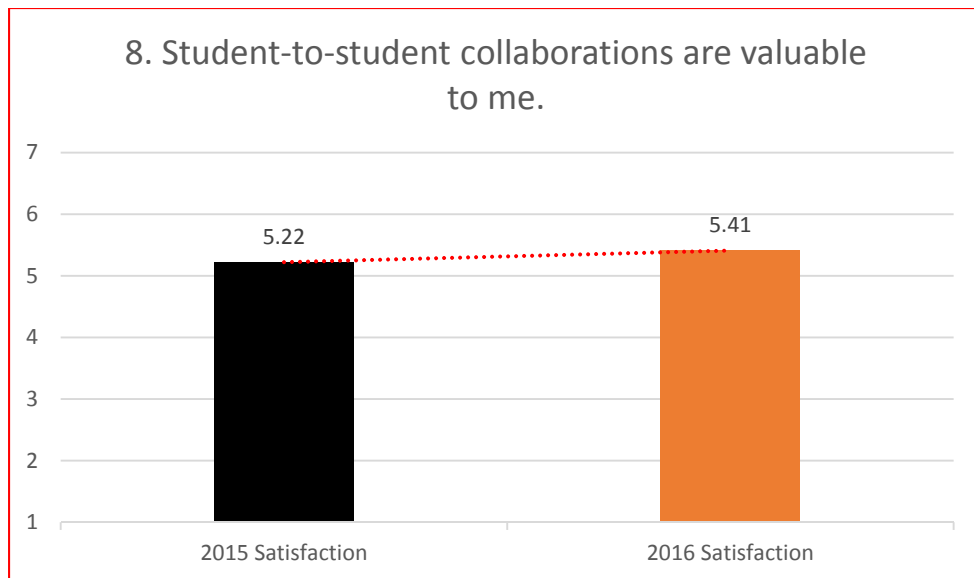
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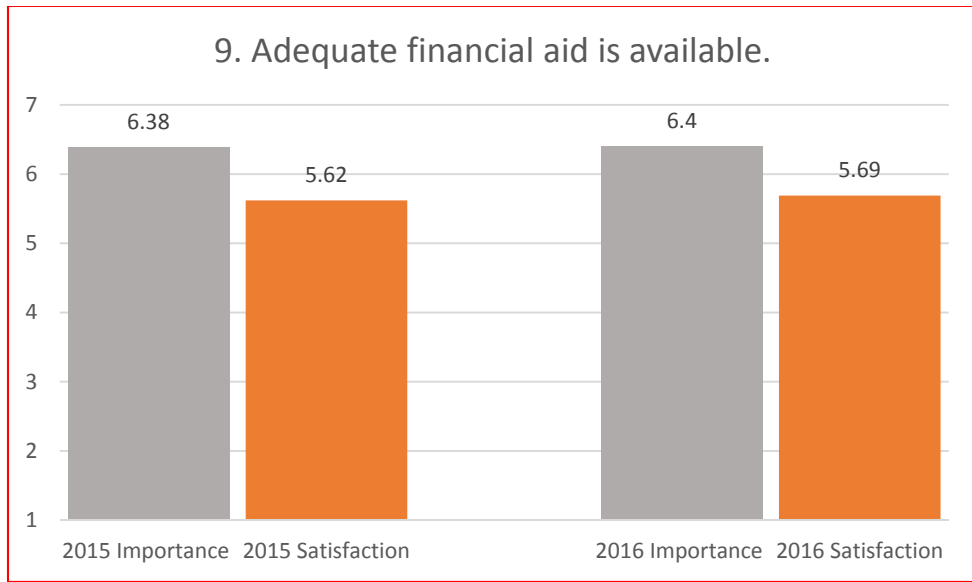
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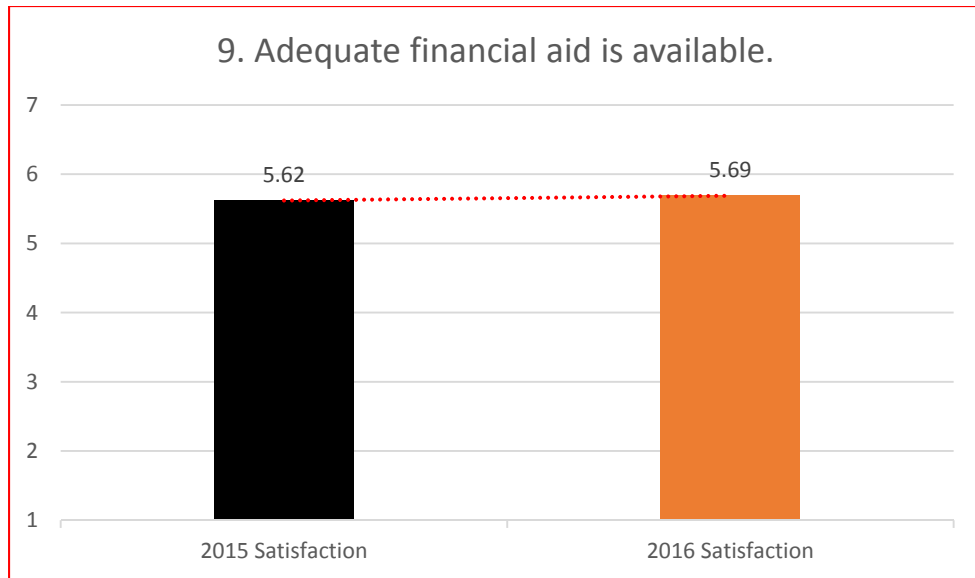
OSUIT Satisfaction Trend from 2015 to 2016



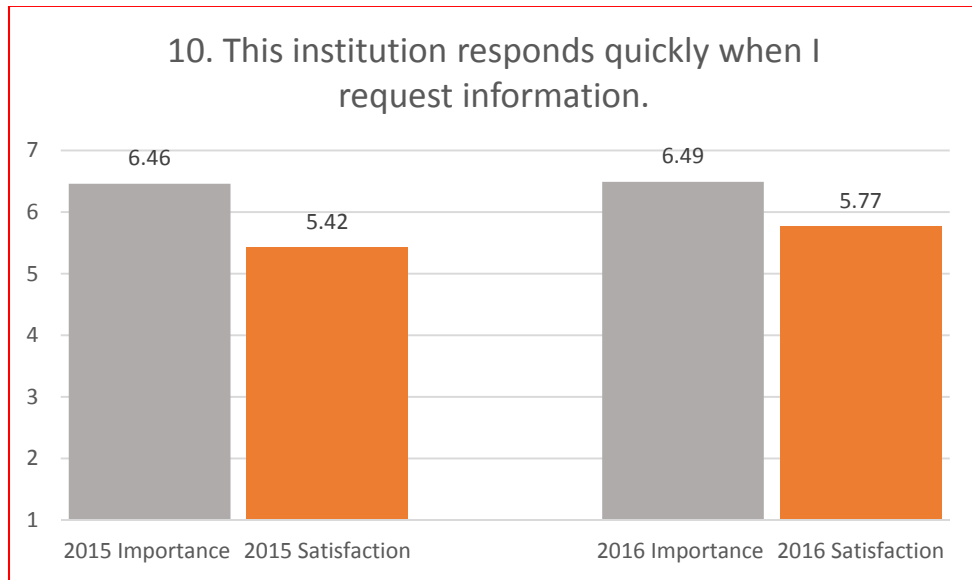
PSOL: OSUIT Ratings on Importance and Satisfaction for 2015 and 2016



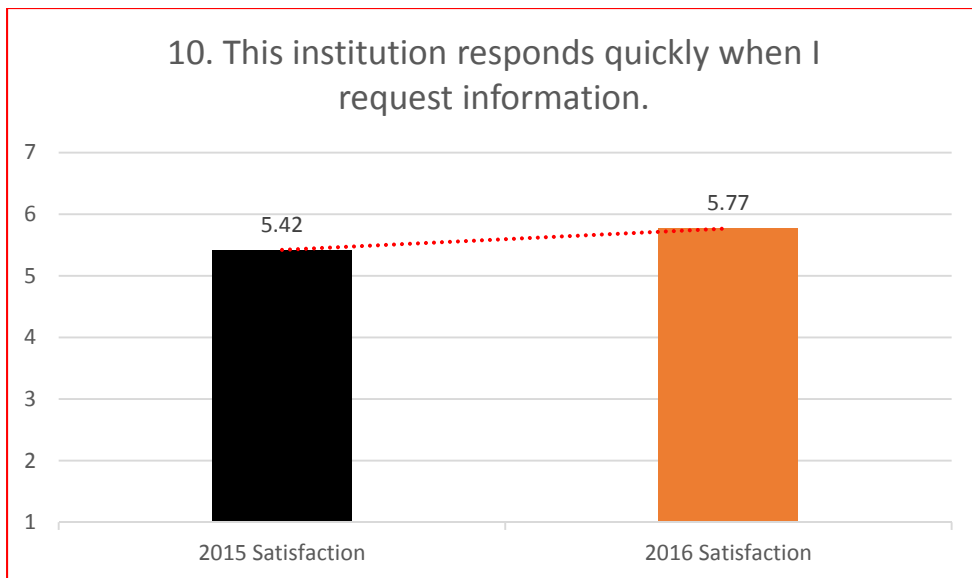
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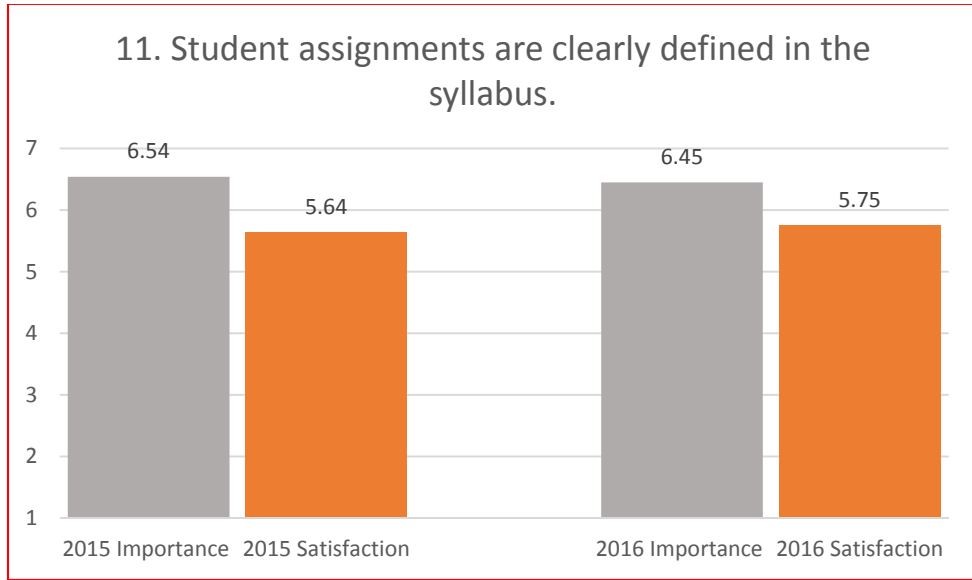
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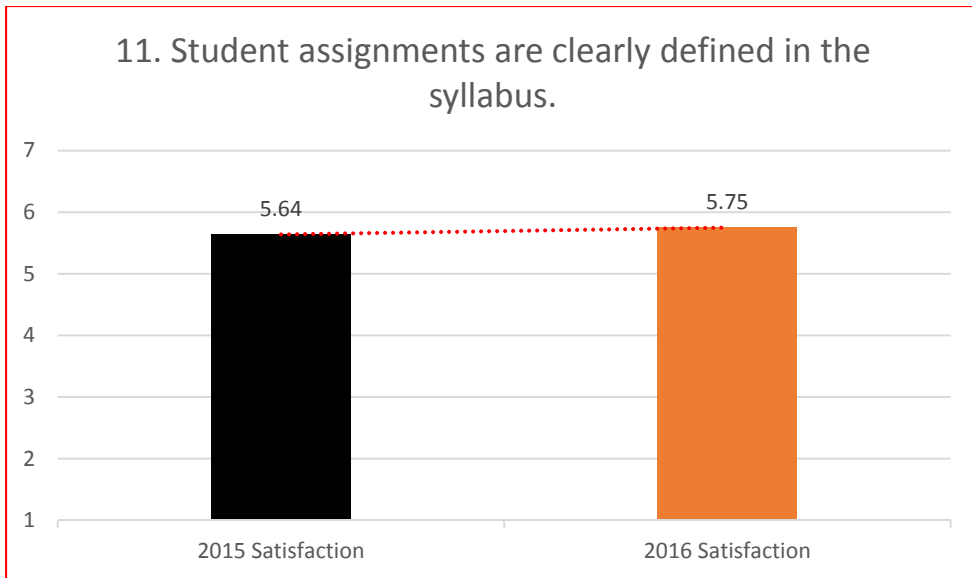
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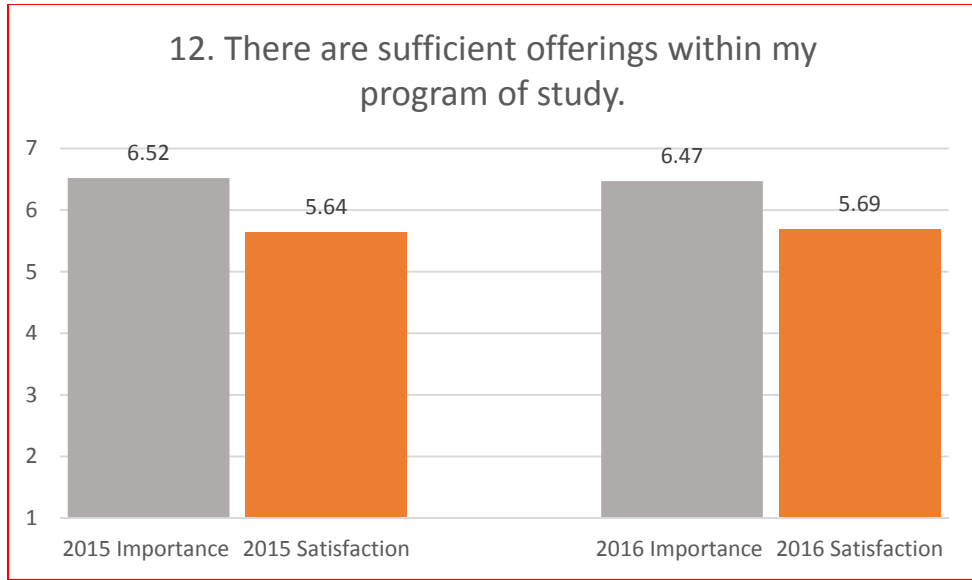
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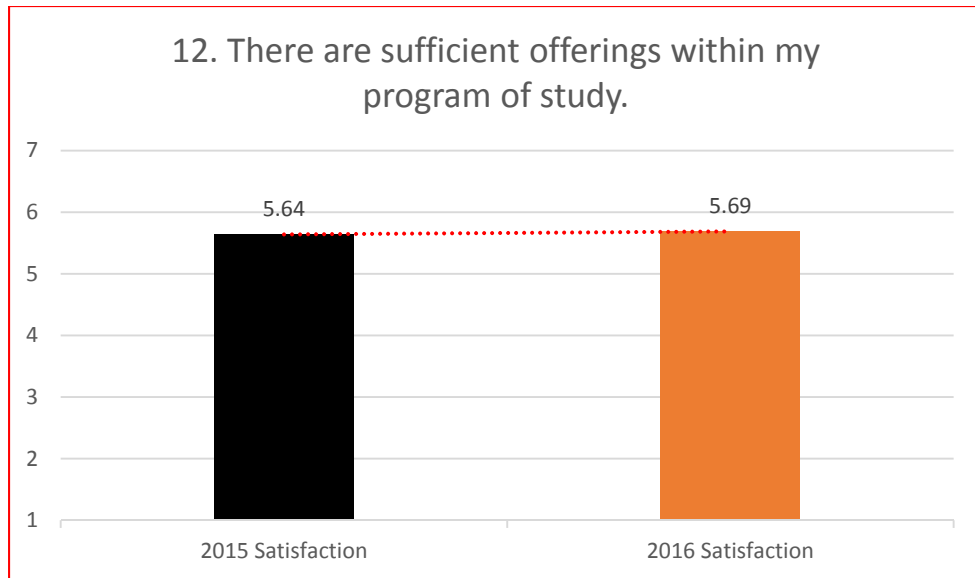
OSUIT Satisfaction Trend from 2015 to 2016



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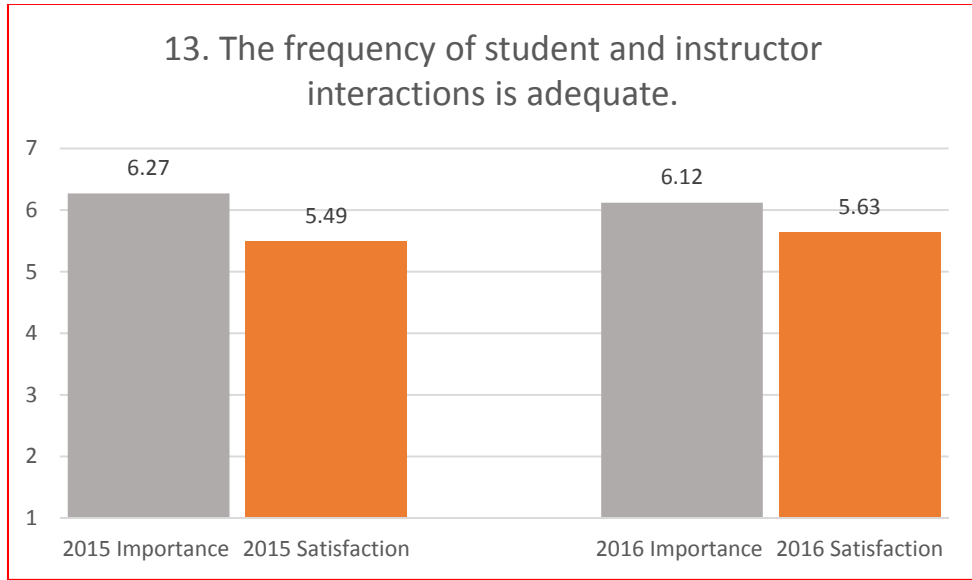


OSUIT Satisfaction Trend from 2015 to 2016

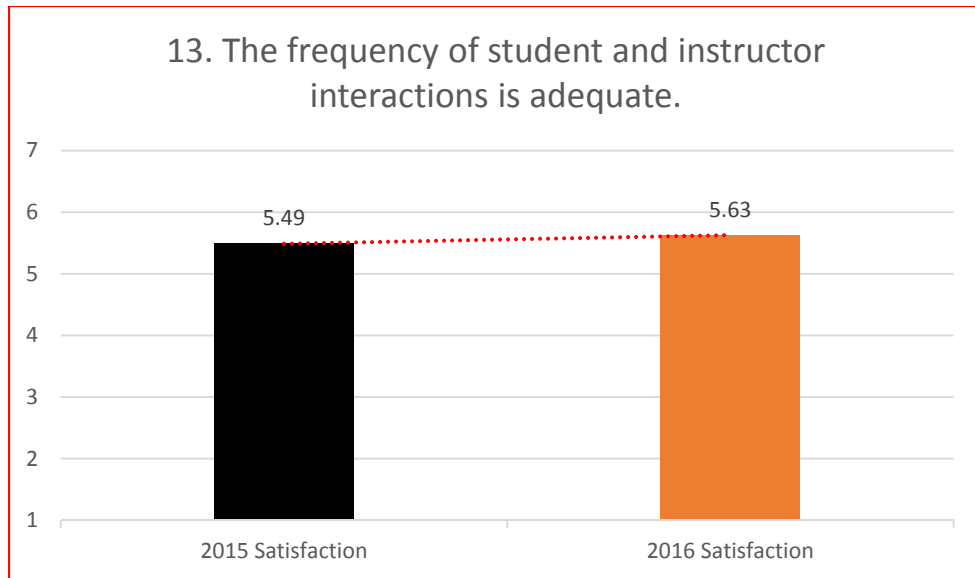




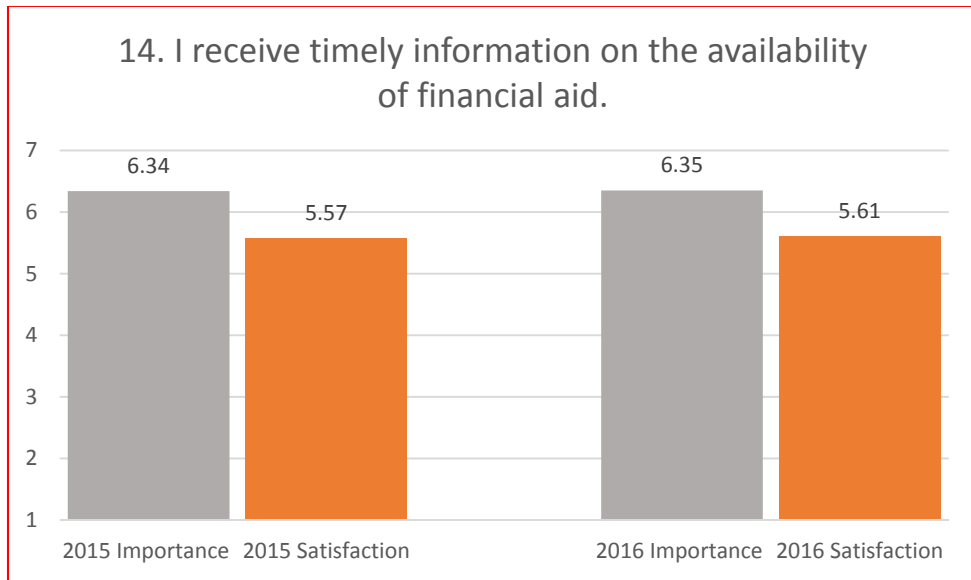
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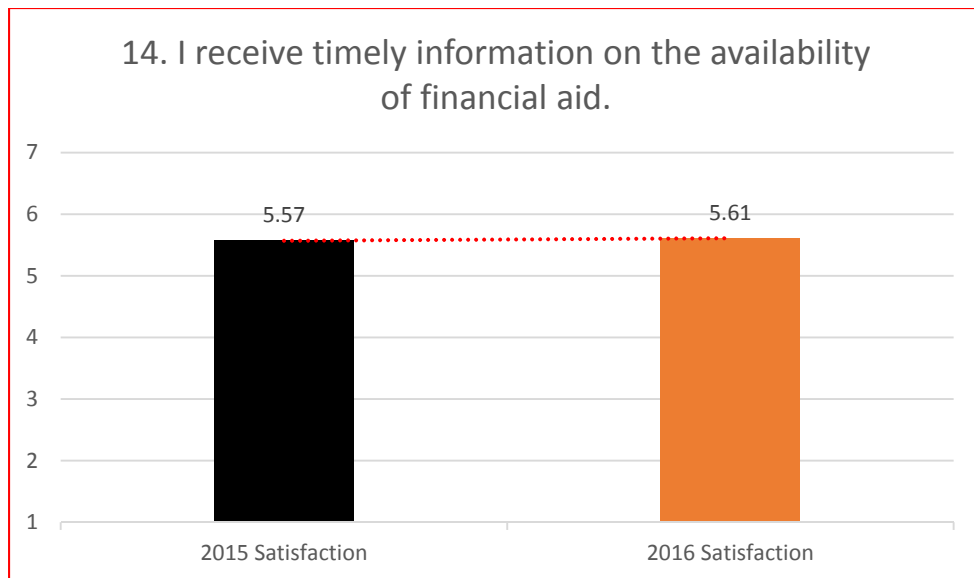
OSUIT Satisfaction Trend from 2015 to 2016



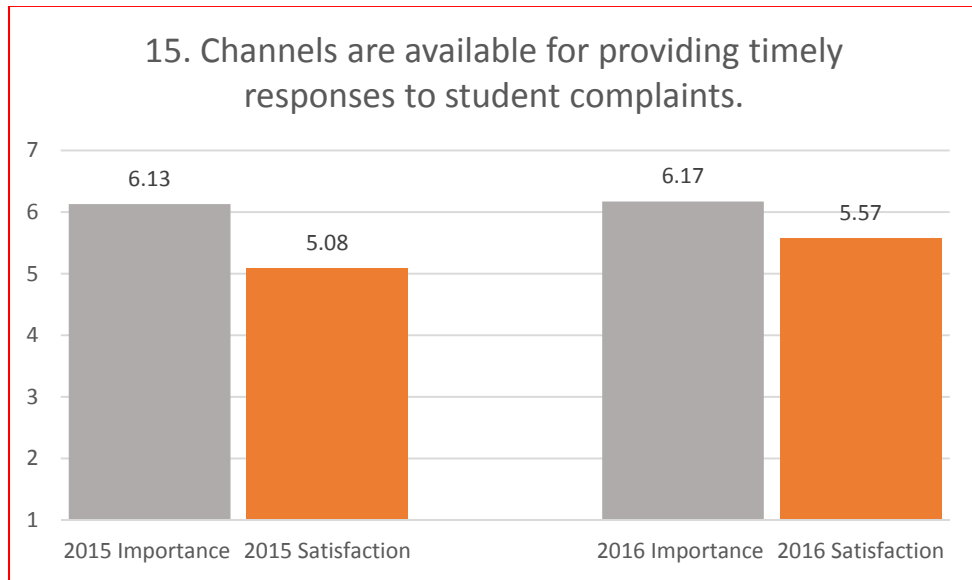
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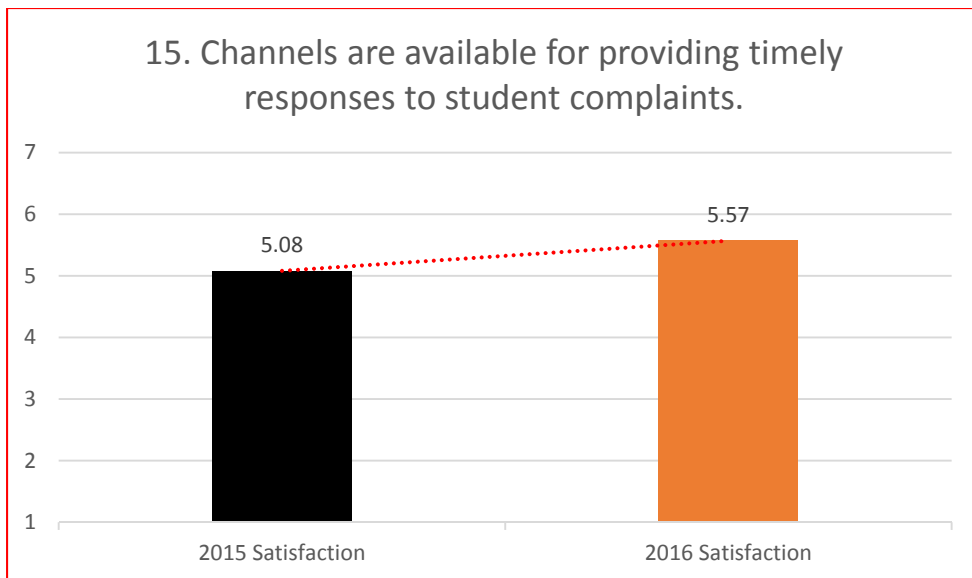
OSUIT Satisfaction Trend from 2015 to 2016



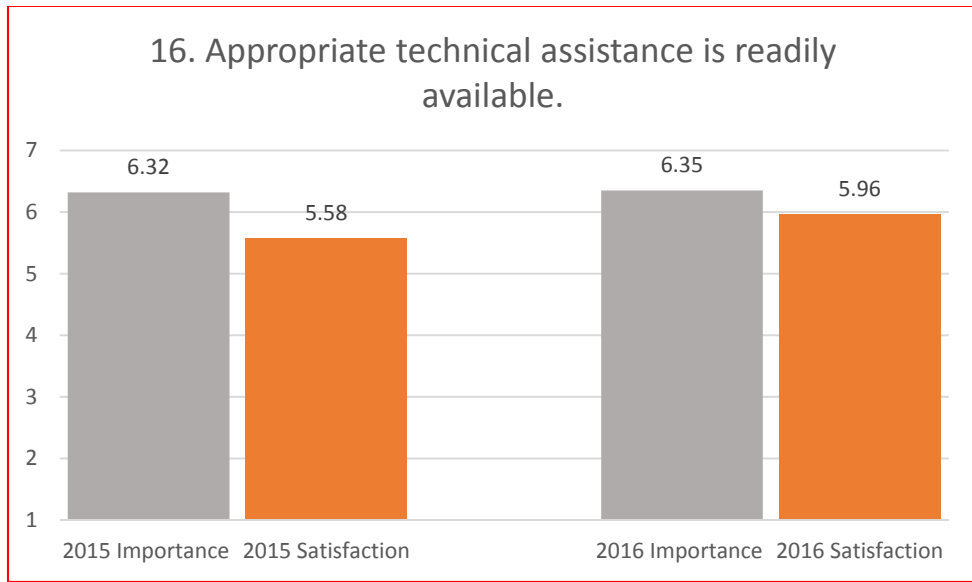
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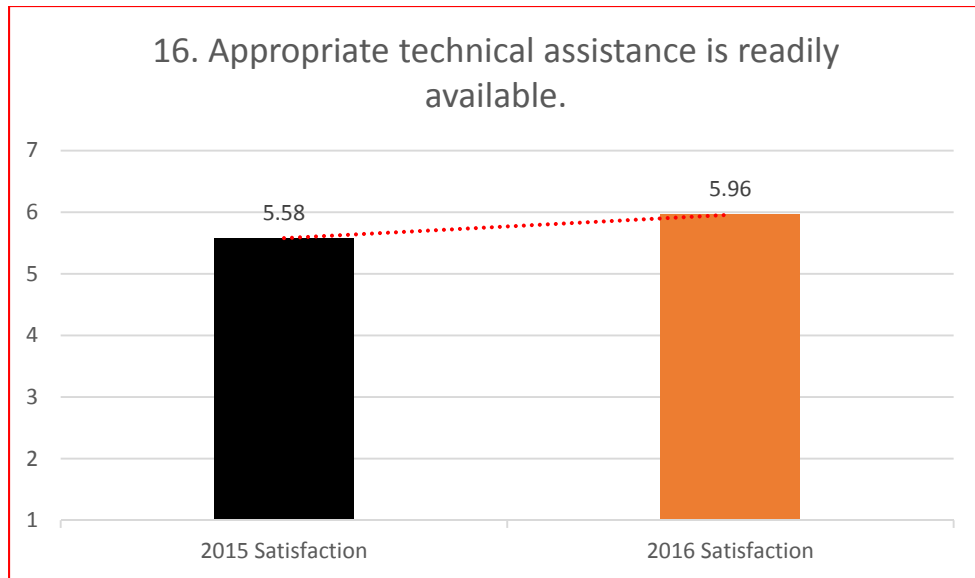
OSUIT Satisfaction Trend from 2015 to 2016



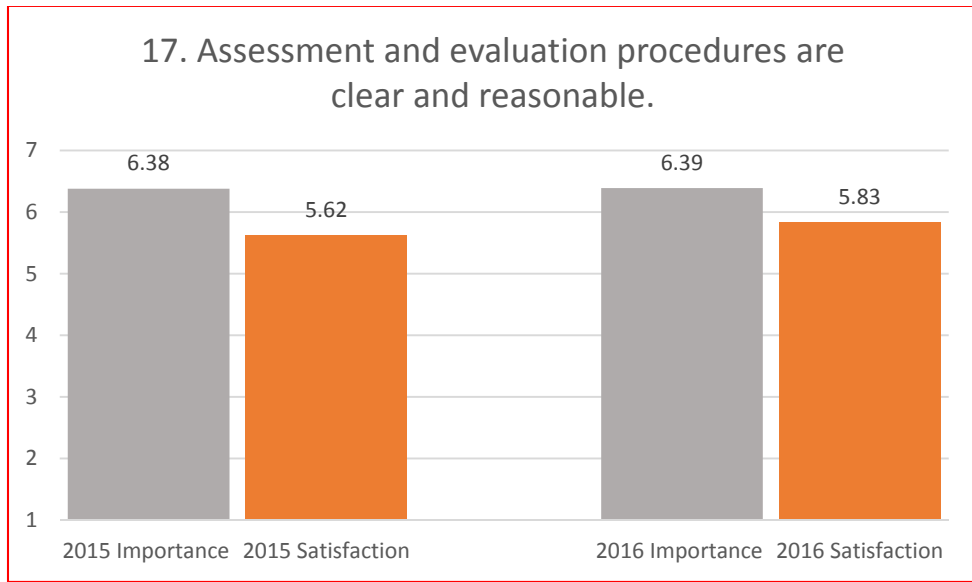
PSOL: OSUIT Ratings on Importance and Satisfaction for 2015 and 2016



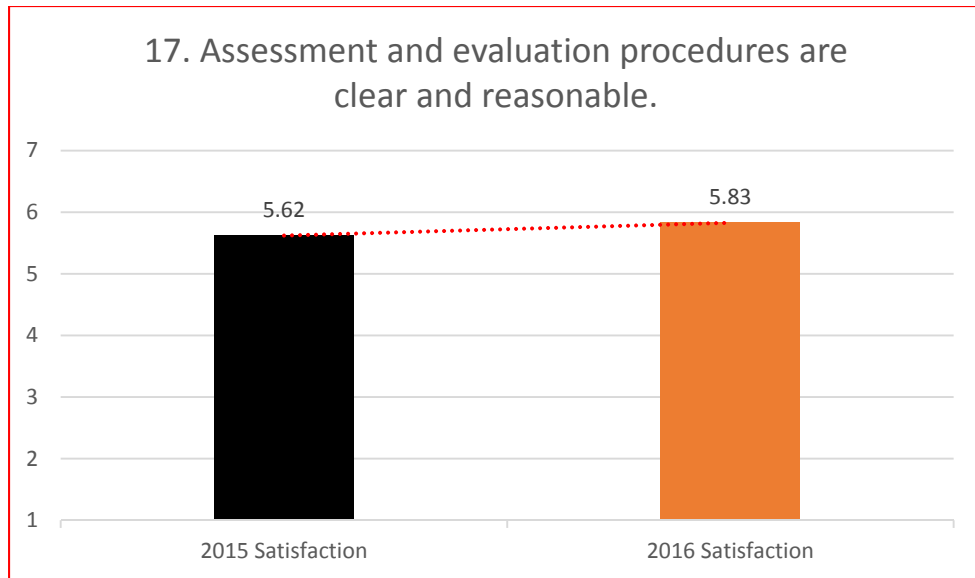
OSUIT Satisfaction Trend from 2015 to 2016



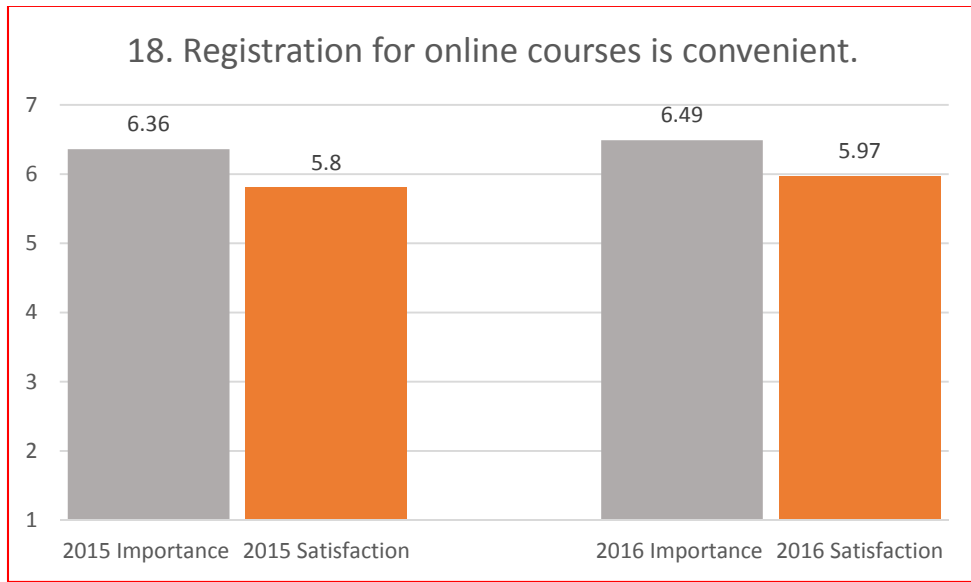
PSOL: OSUIT Ratings on Importance and Satisfaction for 2015 and 2016



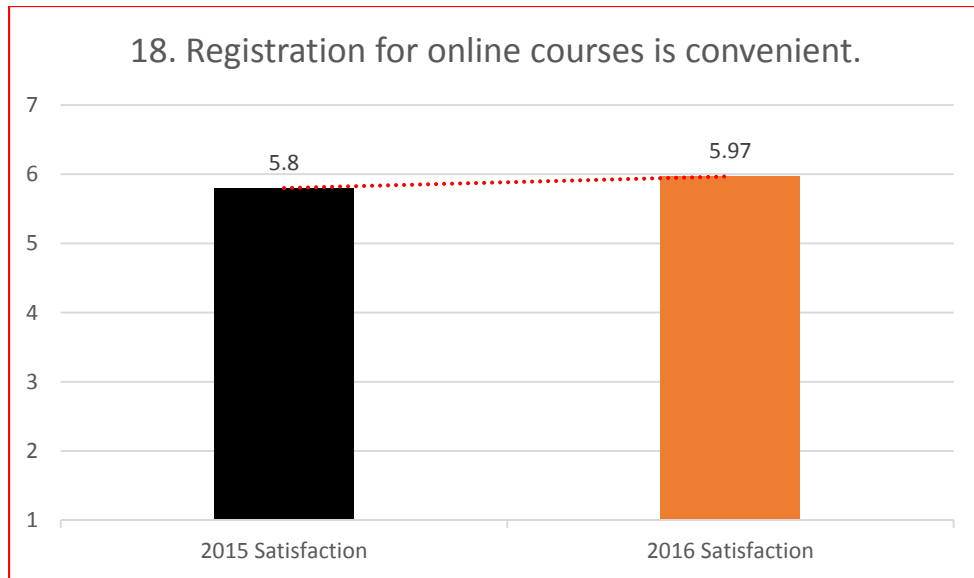
OSUIT Satisfaction Trend from 2015 to 2016



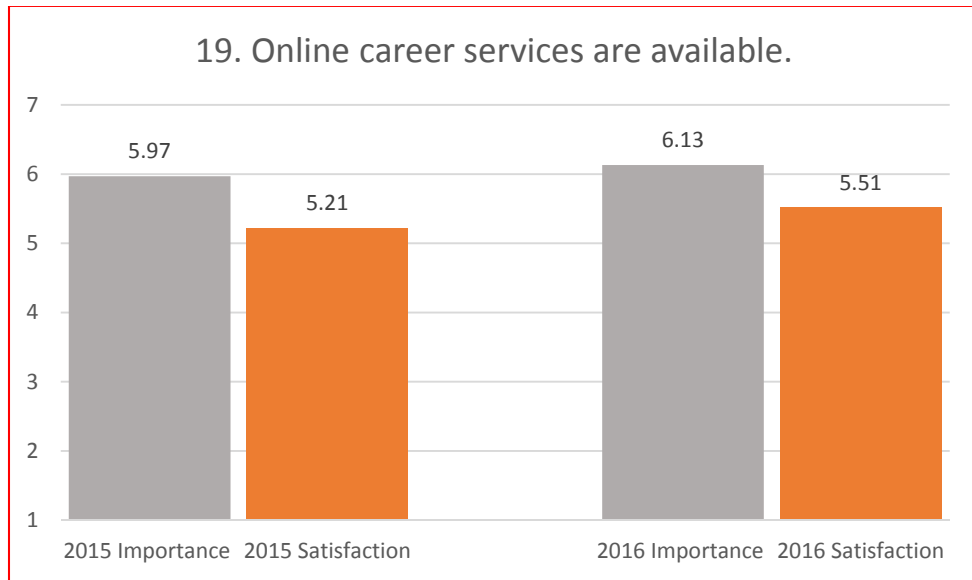
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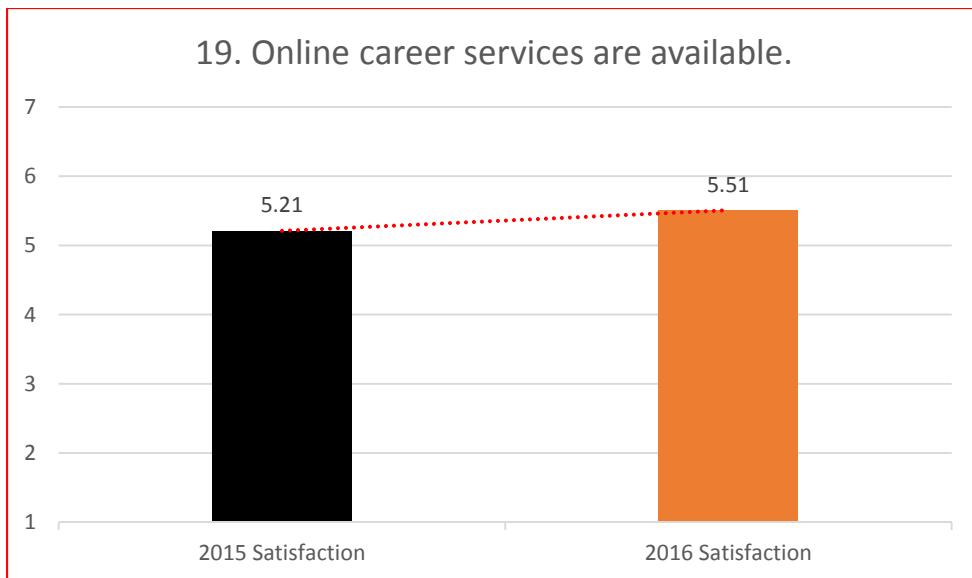
OSUIT Satisfaction Trend from 2015 to 2016



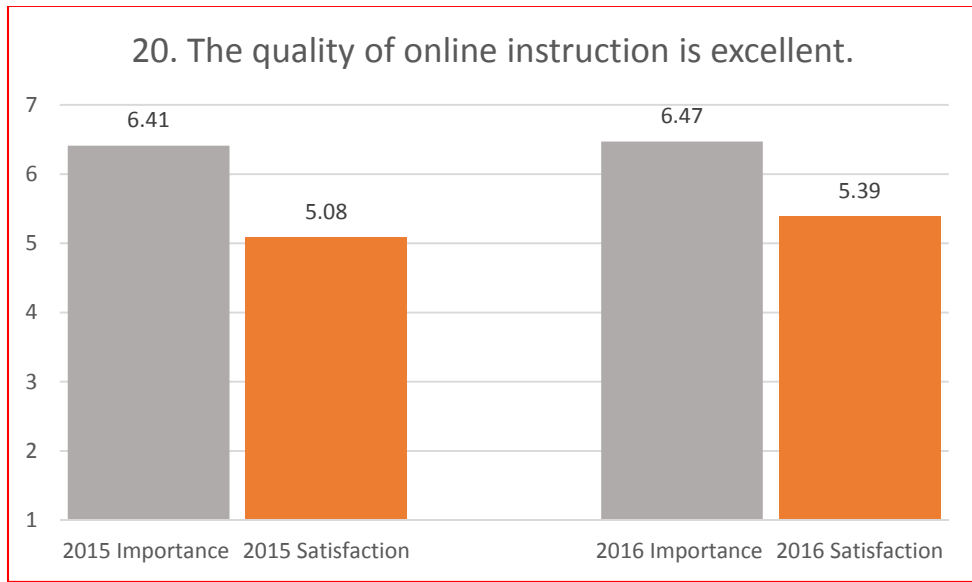
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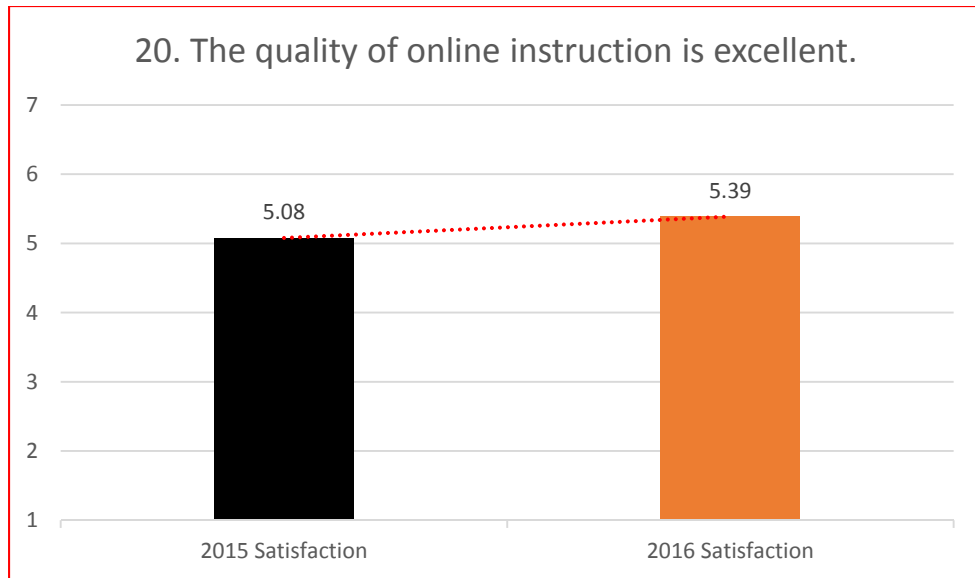
OSUIT Satisfaction Trend from 2015 to 2016



PSOL: OSUIT Ratings on Importance and Satisfaction for 2015 and 2016

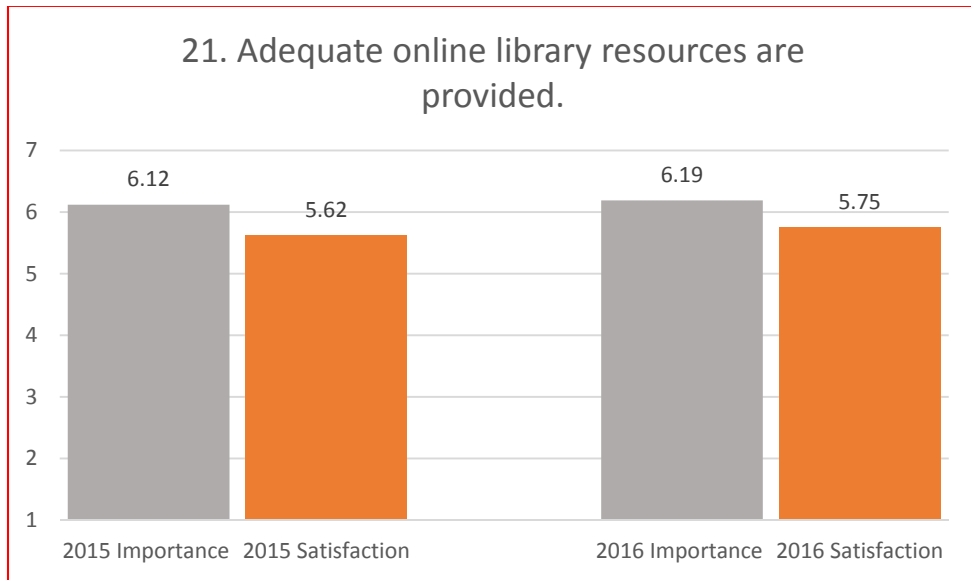


OSUIT Satisfaction Trend from 2015 to 2016

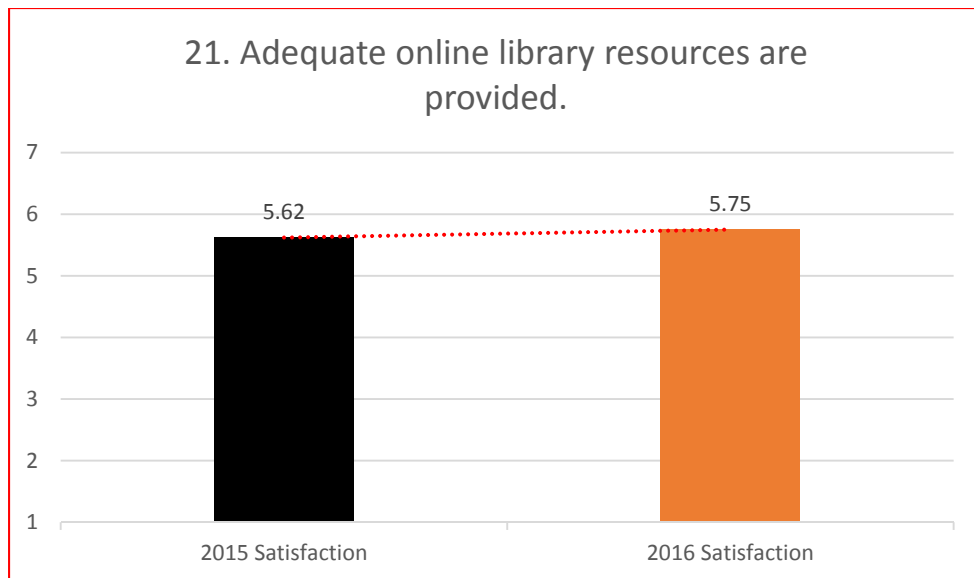




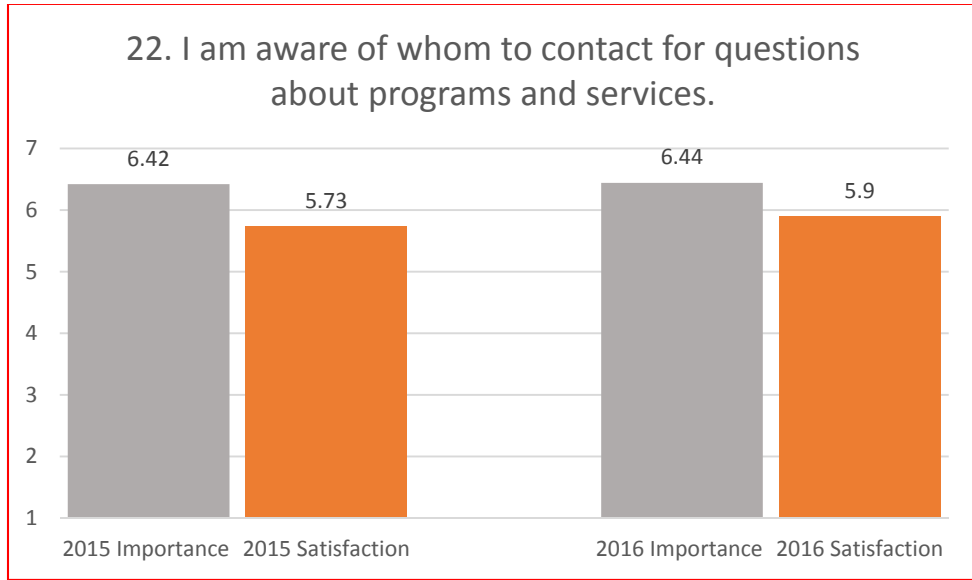
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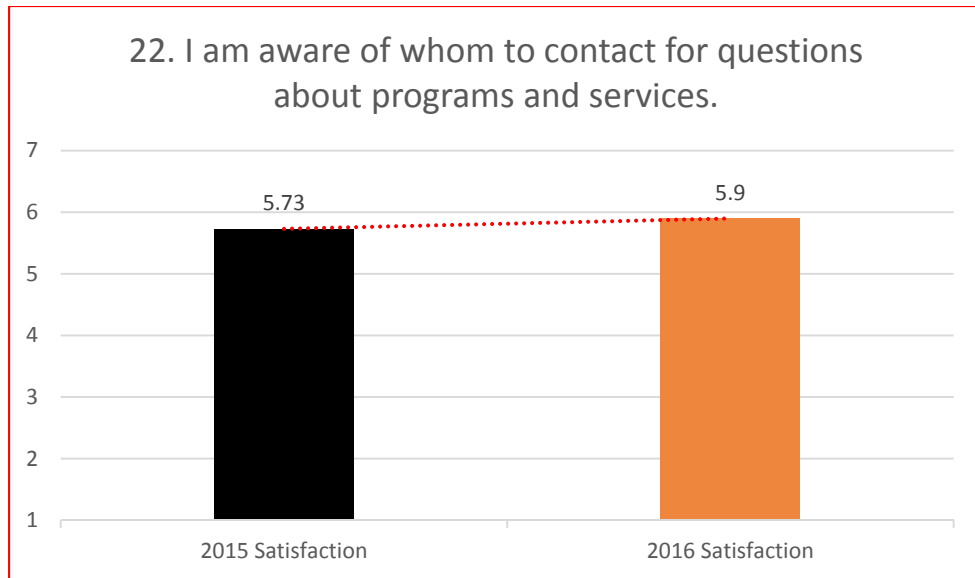
OSUIT Satisfaction Trend from 2015 to 2016



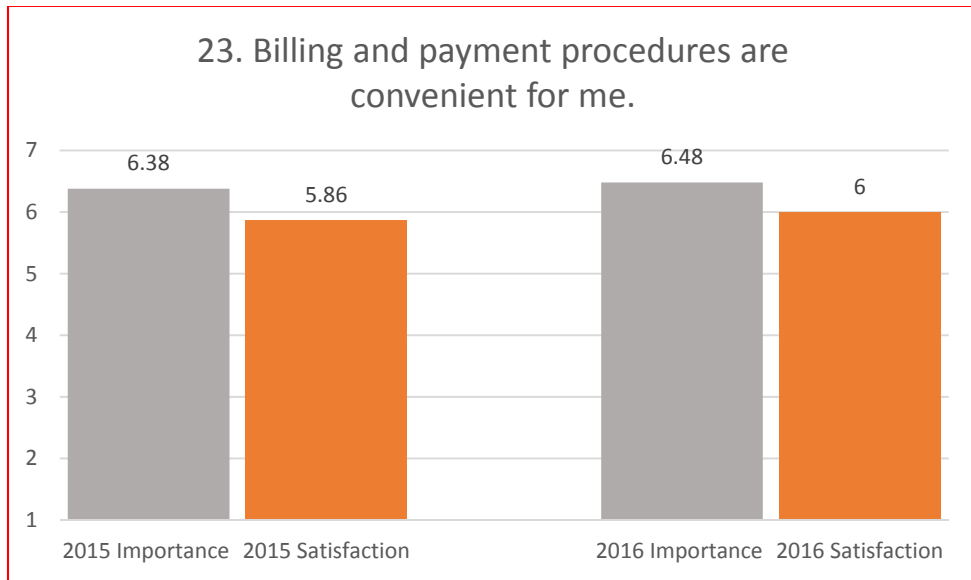
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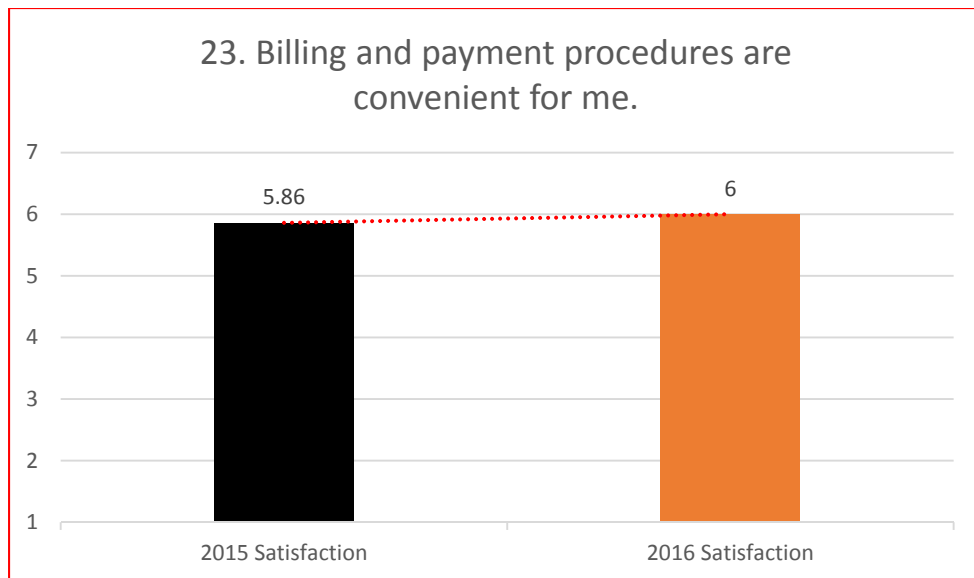
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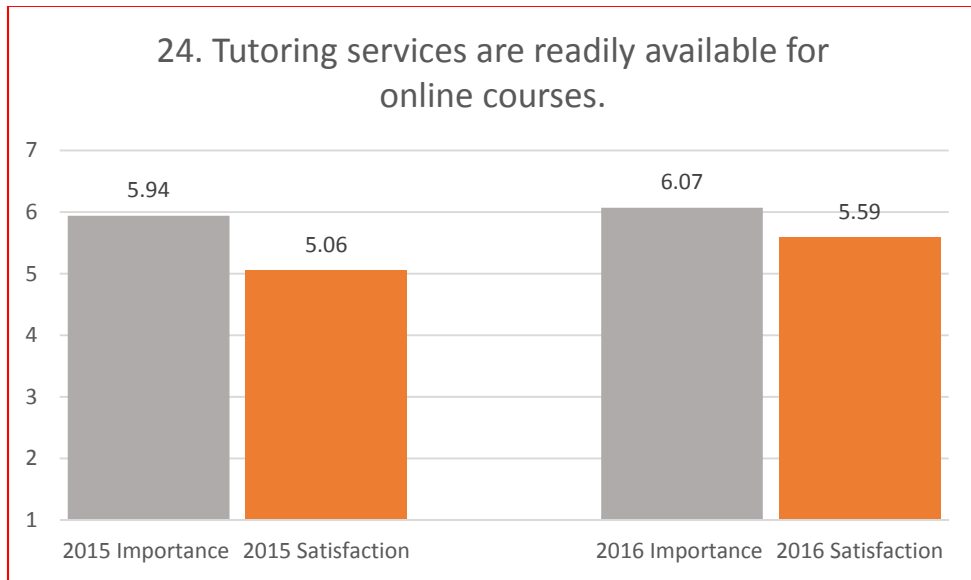
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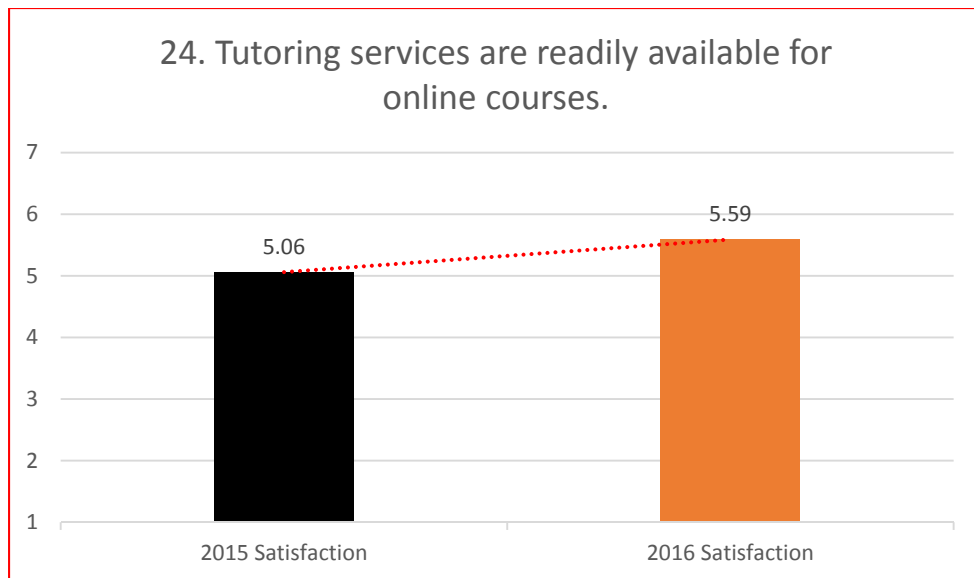
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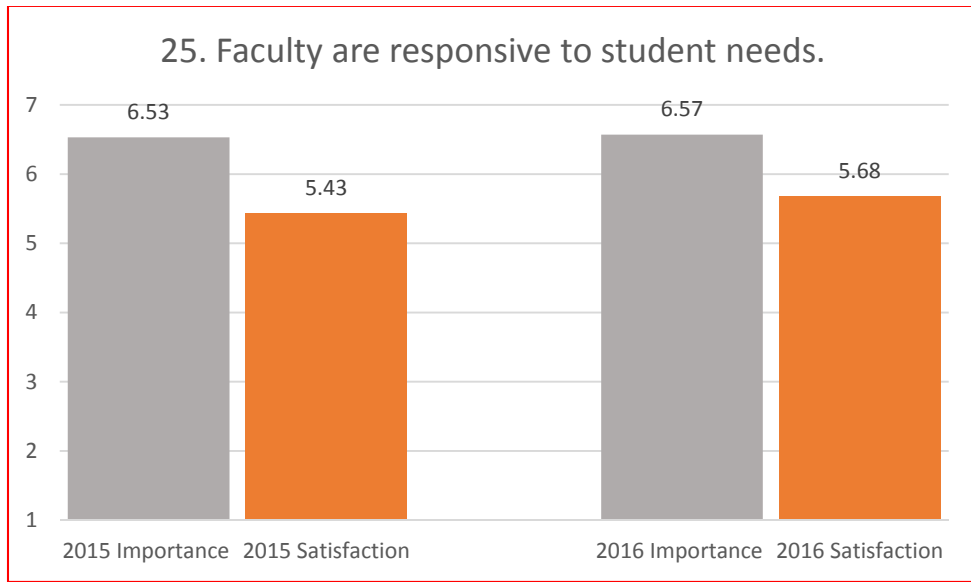
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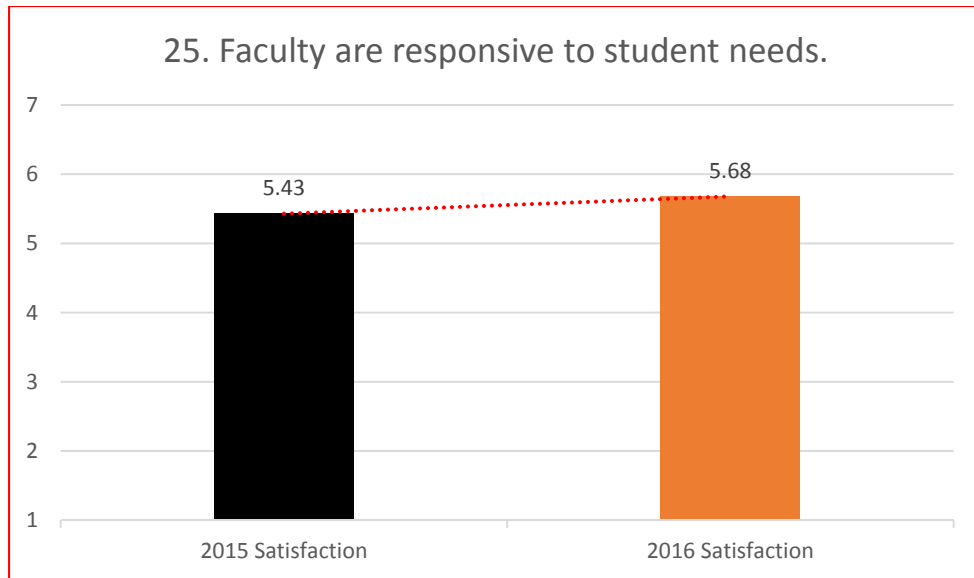
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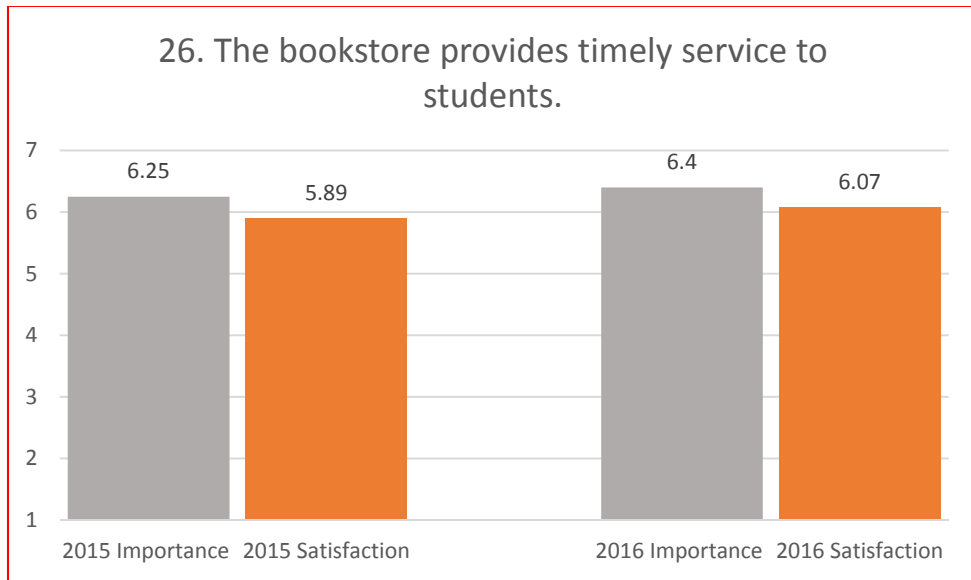
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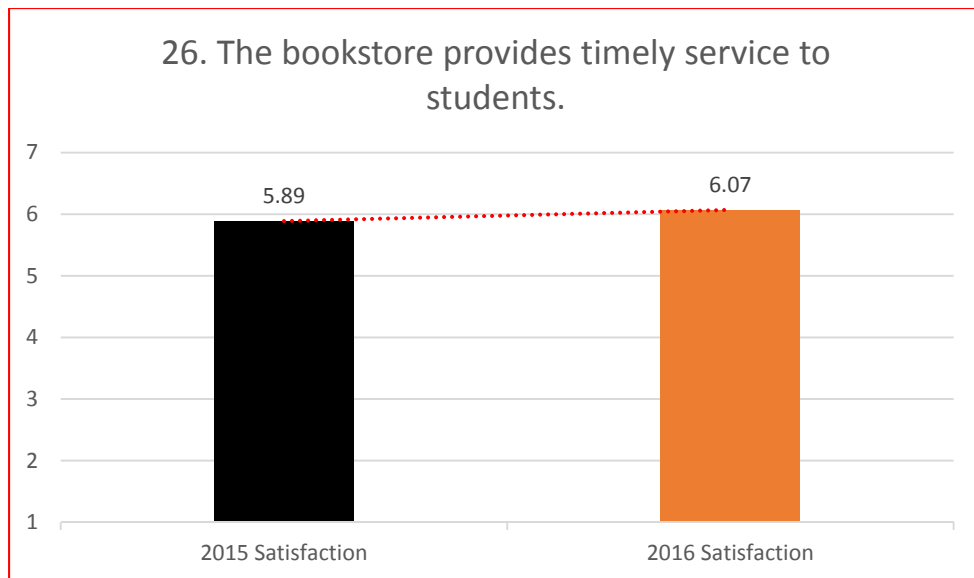
OSUIT Satisfaction Trend from 2015 to 2016



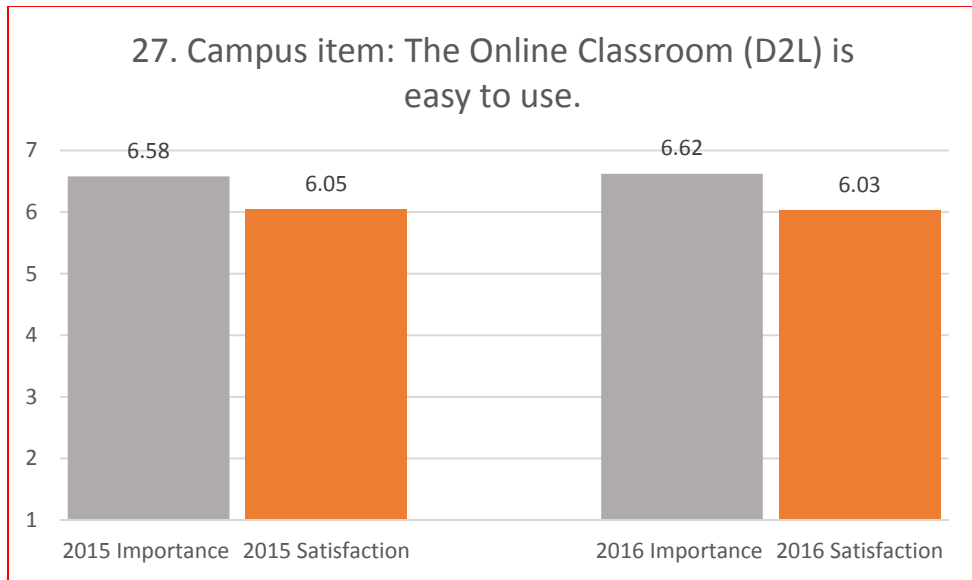
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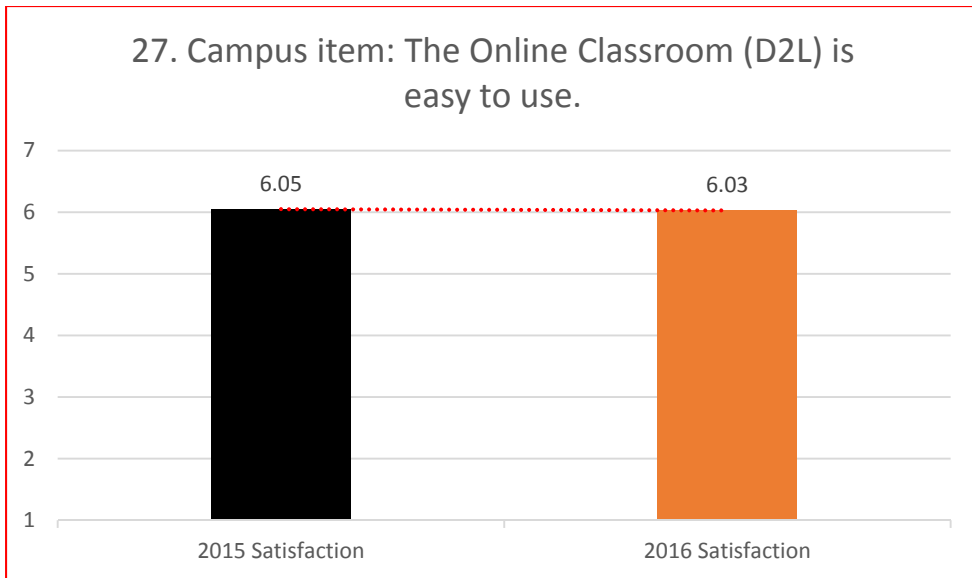
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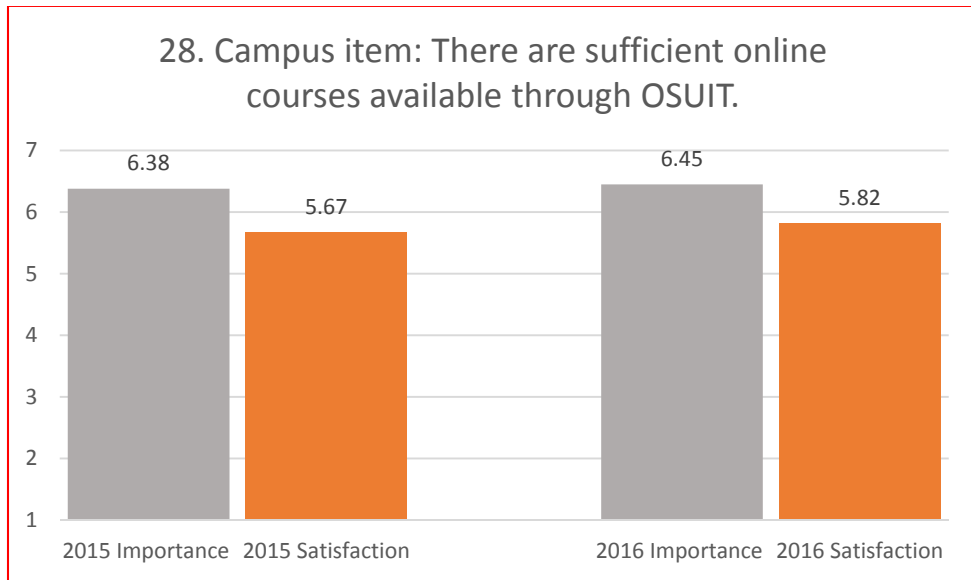
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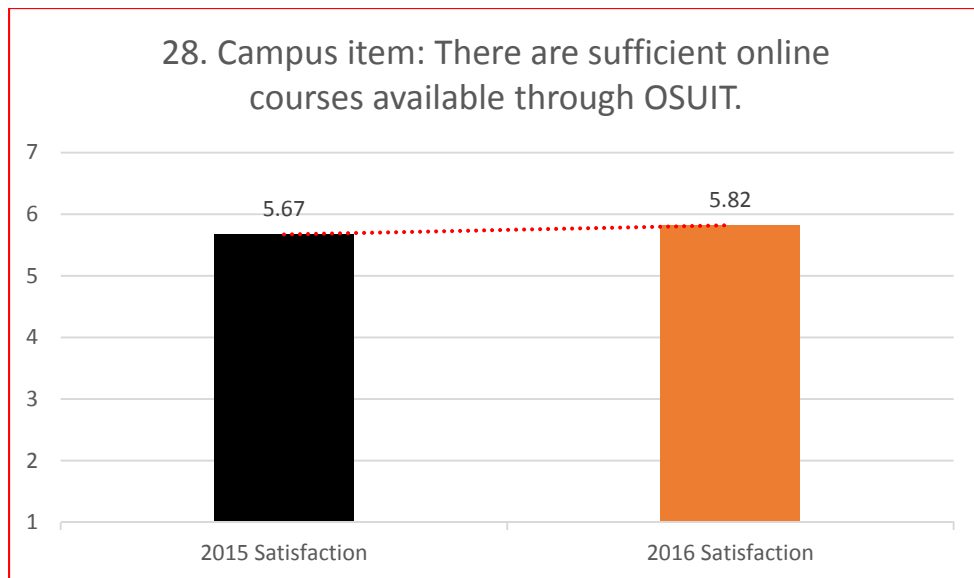
OSUIT Satisfaction Trend from 2015 to 2016



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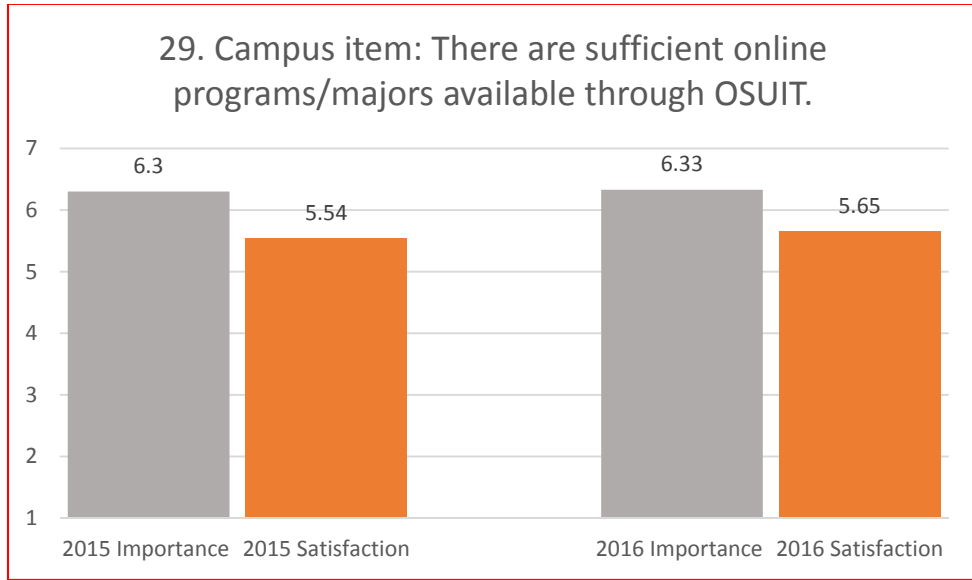


OSUIT Satisfaction Trend from 2015 to 2016

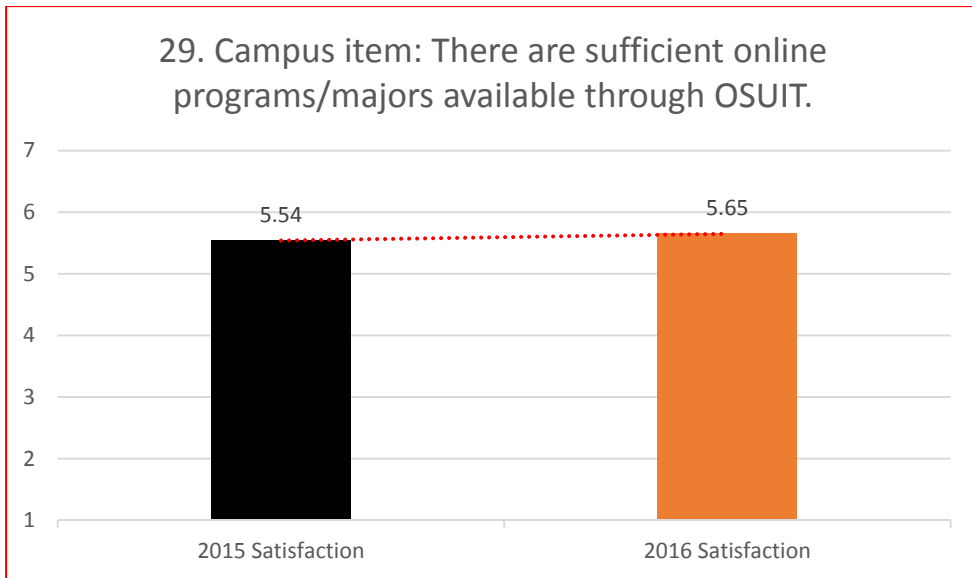




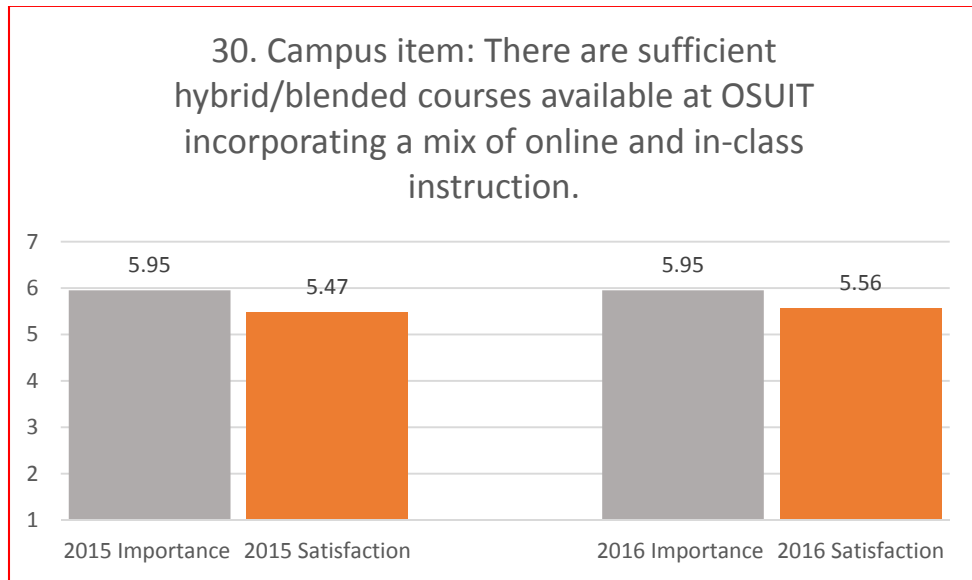
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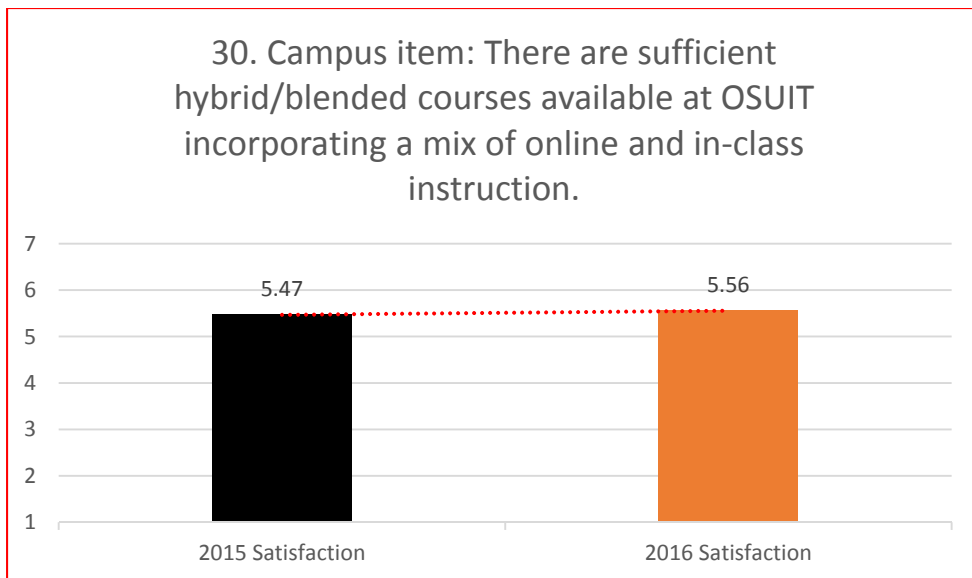
OSUIT Satisfaction Trend from 2015 to 2016



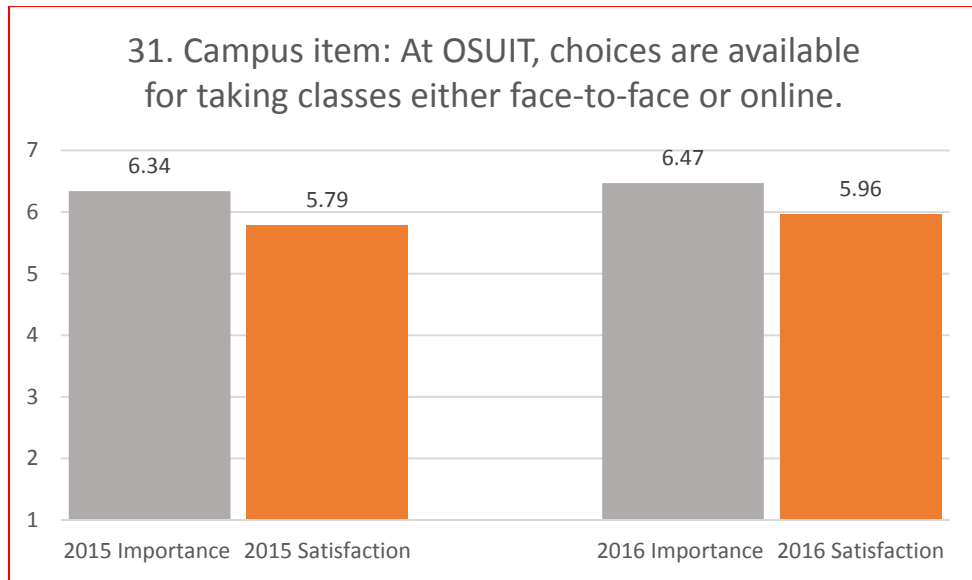
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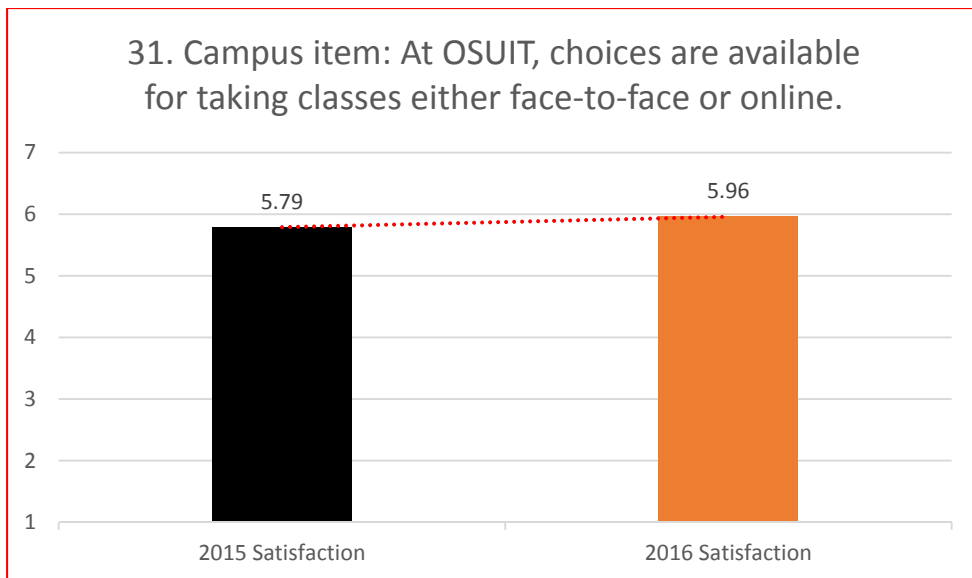
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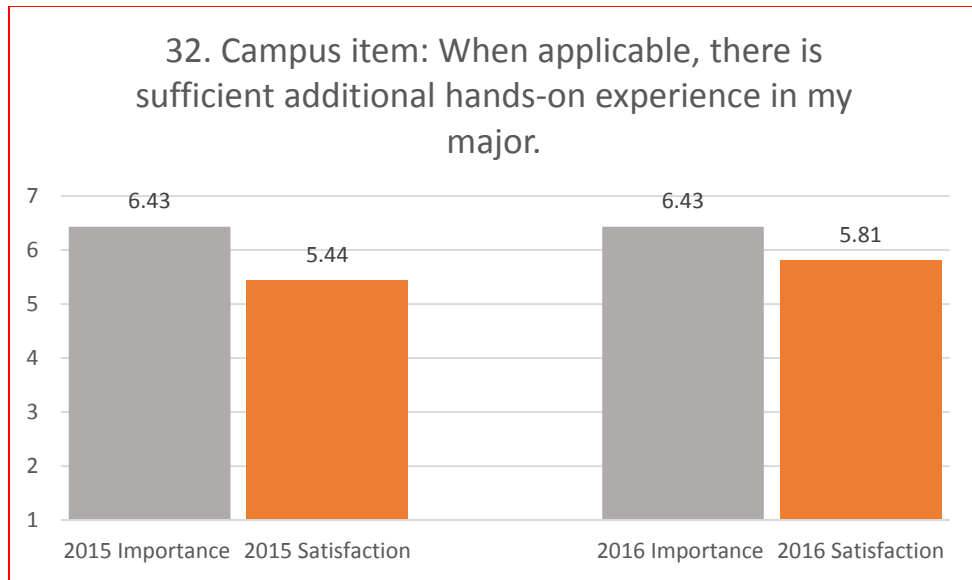
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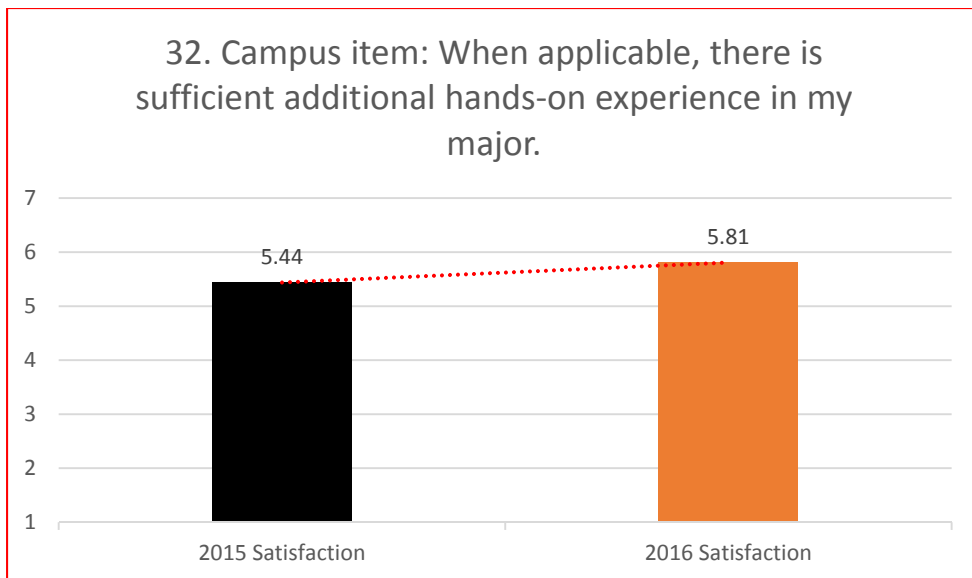
OSUIT Satisfaction Trend from 2015 to 2016



PSOL: OSUIT Ratings on Importance and Satisfaction for 2015 and 2016



OSUIT Satisfaction Trend from 2015 to 2016



PSOL: OSUIT Summary Ratings for 2015 and 2016

