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

OSUIT Office of Institutional Research

Executive Summary

Results for the Oklahoma State University Institute of Technology (OSUIT) spring 2020 administration of the Priorities Survey for Online Learners (PSOL) were mixed compared to 2019 for satisfaction items. Summary items showed a slight increase in satisfaction, while online students' *Sources of Information* and *Factors to Enroll* showed increased importance over last year. Comparing the benchmarks set by the national comparison group, OSUIT online learners were less satisfied with Enrollment Services, Student Services, and Academic Services. Concerns at OSUIT continue to be quite similar to those of the comparison group, while both the importance and satisfaction ratings by OSUIT online students tend to be slightly lower. Following are strategic planning areas with items listed in descending order of importance for each bulleted list.

OSUIT's strengths in 2020 reflect a general satisfaction by online learners in the following areas:

- Campus item: Canvas, the online classroom, is easy to use.
- Registration for online courses is convenient.
- Instructional materials are appropriate for program content.
- Program requirements are clear and reasonable.
- My program advisor is accessible by telephone and email.
- Billing and payment procedures are convenient for me.
- Campus item: There are sufficient online courses available through OSUIT.
- Student assignments are clearly defined in the syllabus.

OSUIT's challenges focus on the disparity between importance and satisfaction in the following areas:

- Program requirements are clear and reasonable.
- Faculty provide timely feedback about student progress.
- Tuition paid is a worthwhile investment.
- The quality of online instruction is excellent.
- Faculty are responsive to student needs.
- This institution responds quickly when I request information.
- I receive timely information on the availability of financial aid.

Compared to benchmarks set by the national group, OSUIT online students reported lower satisfaction for:

- Registration for online courses is convenient.
- Faculty are responsive to student needs.
- My program advisor is accessible by telephone and e-mail.
- This institution responds quickly when I request information.
- Billing and payment procedures are convenient for me.

When considering enrollment, the most important sources of information for online students typically include the *website* and the *online catalog*. At OSUIT, the most important sources of information were the *website* and *recommendations from an instructor or program advisor*. Generally, the factors that go into the decision to enroll are *convenience*, *flexible pacing for completing a program*, and *work schedule*. At OSUIT, *future employment opportunities*, *ability to transfer credits*, *cost*, and *convenience* were most important.

Priorities Survey for Online Learners

Introduction

Online learning programs are rapidly gaining popularity and, just recently, are a necessity due to the landmark COVID-19 virus. Students in online programs 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. Ruffalo Noel Levitz modified and crafted the items for use with distance learning students.

Sample Selection, Notification and Administration

All OSUIT students taking an online or hybrid class during spring semester 2020 with an active email address were invited to take part in the PSOL. The PSOL administration ran from January 21 through March 2, 2020. Email addresses were sent to Ruffalo Noel Levitz; the invitation and 17 reminders were prepared and scheduled by this office and disbursed via Ruffalo Noel Levitz. Emails included a unique passcode for each student to access the survey online. Out of 1,070 students invited to participate, 311 online students completed the PSOL for a 29.1% response rate. These results also include for comparison the National Online Learners, a comparison group of all colleges and universities administering the PSOL during the 2016-2017, 2017-2018, and 2018-2019 academic years. The current national group results were based on 119,112 responses gathered over the three-year period.

Demographics

The demographic section shows the composition of the OSUIT respondents for this report.

Gender (Table 1)

Responses	Frequency	Percent
Female	121	38.9
Male	145	46.6
No Response	45	14.5
Total	311	100.0

Age (Table 2)

Responses	Frequency	Percent
18 and under	42	13.5
19 to 24	109	35.0
25 to 34	50	16.1
35 to 44	33	10.6
45 to 54	24	7.7
55 to 64	7	2.3
65 and older	1	0.3
No Response	45	14.5
Total	311	100.0

Ethnicity/Race (Table 3)

Responses	Frequency	Percent
African-American	15	4.8
American Indian or Alaskan Native	55	17.7
Asian or Pacific Islander	6	1.9
Caucasian/White	161	51.8
Hispanic	12	3.9
Other	6	1.9
Prefer not to respond	11	3.5
No Response	45	14.5
Total	311	100.0

Current Enrollment Status (Table 4)

Responses	Frequency	Percent
Primarily online	161	51.8
Primarily on-campus	107	34.4
No Response	43	13.8
Total	311	100.0

Current Class Load (Table 5)

Responses	Frequency	Percent
Full-time	186	59.8
Part-time	81	26.0
No Response	44	14.1
Total	311	100.0

Class Level (Table 6)

Responses	Frequency	Percent
First year	82	26.4
Second year	92	29.6
Third year	44	14.1
Fourth year	26	8.4
Special Student	3	1.0
Graduate / Professional	5	1.6
Other	14	4.5
No Response	45	14.5
Total	311	100.0

Educational Goal (Table 7)

Responses	Frequency	Percent
Associate degree	116	37.3
Bachelor's degree	121	38.9
Master's degree	13	4.2
Doctorate or professional degree	3	1.0
Certification (initial or renewal)	2	0.6
Job-related training	2	0.6
Other	10	3.2
No Response	44	14.1
Total	311	100.0

Employment (Table 8)

Responses	Frequency	Percent
Full-time	115	37.0
Part-time	79	25.4
Not employed	85	27.3
No Response	32	10.3
Total	311	100.0

Current Residence (Table 9)

Responses	Frequency	Percent
Own house	102	32.8
Rent room/apartment/house	61	19.6
Relative's house	80	25.7
Residence hall	45	14.5
Other residence	13	4.2
No response	10	3.2
Total	311	100.0

Marital Status (Table 10)

Responses	Frequency	Percent
Single	179	57.6
Single with children	25	8.0
Married	39	12.5
Married with children	39	12.5
Prefer not to respond	4	1.3
No Response	25	8.0
Total	311	100.0

Current Plans (Table 11)

Responses	Frequency	Percent
Complete online degree program	114	36.7
Complete degree on campus	108	34.7
Transfer credits	21	6.8
Complete this course	43	13.8
No Response	25	8.0
Total	311	100.0

Current Online Enrollment (Table 12)

Responses	Frequency	Percent
1 to 3 credits	80	25.7
4 to 6 credits	80	25.7
7 to 9 credits	37	11.9
10 to 12 credits	41	13.2
13 to 15 credits	29	9.3
More than 15 credits	19	6.1
No Response	25	8.0
Total	311	100.0

Previous Online Enrollment (Table 13)

Responses	Frequency	Percent
No classes	64	20.6
1 to 3 classes	96	30.9
4 to 6 classes	67	21.5
7 to 9 classes	12	3.9
10 to 12 classes	20	6.4
13 to 15 classes	7	2.3
More than 15 classes	18	5.8
No Response	27	8.7
Total	311	100.0

"I would enroll in additional online courses if available." (Table 14)

Responses	Frequency	Percent
Yes	129	41.5
Maybe	123	39.5
No (please explain)	32	10.3
No Response	27	8.7
Total	311	100.0

"I attend most of my OSUIT classes…" (Table 15)

Responses	Frequency	Percent
Online	150	48.2
On-campus at OSUIT-Okmulgee	129	41.5
At a local high school	5	1.6
No Response	27	8.7
Total	311	100.0

Major Program of Study (Table 16)

Responses	Frequency	Percent
Air Conditioning & Refrigeration Technology	5	1.6
Allied Health Sciences	7	2.3
Applied Technical Leadership (BT)	14	4.5
Automotive Collision Repair Technology	1	0.3
Automotive Service Technology-Chrysler-MOPAR	1	0.3
Automotive Service Technology-Ford ASSET	1	0.3
Automotive Service Technology-GM-ASEP	4	1.3
Automotive Service Technology-Pro-Tech	1	0.3
Automotive Service Technology-Toyota T-TEN	3	1.0
Business	21	6.8
Civil Engineering (BT)	1	0.3
Civil Engineering/Surveying Technologies (AAS)	2	0.6
Construction Technologies-High Voltage Lineman	2	0.6
Construction Technology	12	3.9
Culinary Arts	11	3.5
Diesel & Heavy Equipment Technology	1	0.3
Diesel & Heavy Equipment Technology-Truck Tech	2	0.6
Diesel & Heavy Equipment Technology-WEDA	2	0.6
Engineering Technologies	2	0.6
General Studies	5	1.6
Graphic Design Technology	9	2.9
Industrial Maintenance Technologies, may include NGC option	4	1.3
Information Technologies (AAS)	18	5.8
Information Technologies (AS)	2	0.6
Information Technologies (BT)	58	18.6
Instrumentation Engineering Technologies (BT)	7	2.3
Non-Degree Seeking	13	4.2
Nursing	43	13.8
Orthotics & Prosthetics	2	0.6
Pipeline Integrity Technology	1	0.3
Power Plant Technology	2	0.6
Pre-Education	8	2.6
Pre-Professional Studies	18	5.8
No Response	28	9.0
Total	311	100.0

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. This year, item #27 was edited to reflect OSUIT's change to Canvas as the learning management system currently in use. Respondents rated the standard items and the campus-defined items on both importance and satisfaction. The PSOL also asks students about the sources of information they used in choosing OSUIT and other factors that played into their decisions; these items were rated on the importance scale only.

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:

Rating Scales (Table 17)

Importance	Satisfaction
1 = not important at all	1 = not satisfied at all
2 = not very important	2 = not very satisfied
3 = somewhat unimportant	3 = somewhat dissatisfied
4 = neutral	4 = neutral
5 = somewhat important	5 = somewhat satisfied
6 = important	6 = satisfied
7 = very important	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

Satisfaction for OSUIT online students in 2020 compared to the national group revealed statistically significant differences for three of the five scales. Online learners at OSUIT reported lower satisfaction for *Enrollment Services* (p < .01), *Academic Services* (p<.05), and Student Services (<.05). The remaining scales—*Instructional Services* and *Institutional Perceptions*—were undifferentiated from the national group statistically, meaning satisfaction among online learners at OSUIT was essentially the same as the national average.

Scales: OSUIT vs. National Comparison Group (Table 18)

Survey Scale	OSUIT Importance	OSUIT Satisfaction	OSUIT Standard Deviation	OSUIT Performance Gap	National Group Importance	National Group Satisfaction	National Group Standard Deviation	National Group Performance Gap	Mean Difference	Significance
Enrollment Services	6.44	5.90	1.29	0.54	6.54	6.08	1.11	0.46	-0.18	<.01
Academic Services	6.35	5.87	1.20	0.48	6.48	6.00	1.02	0.48	-0.13	<.05
Institutional Perceptions	6.32	5.84	1.35	0.48	6.54	5.91	1.23	0.63	-0.07	n.s.
Instructional Services	6.30	5.83	1.18	0.47	6.43	5.90	1.08	0.53	-0.07	n.s.
Student Services	6.26	5.77	1.31	0.49	6.40	5.93	1.18	0.47	-0.16	<.05

Scales: OSUIT Year-to-Year Comparison, 2019-2020 (Table 19)

Survey Scale	2019 OSUIT Importance	2019 OSUIT Satisfaction	2019 OSUIT Standard Deviation	2019 OSUIT Performance Gap	2020 OSUIT Importance	2020 OSUIT Satisfaction	2020 OSUIT Standard Deviation	2020 OSUIT Performance Gap	Mean Difference (2020 - 2019)	Significance
Enrollment Services	6.42	5.88	1.33	0.54	6.44	5.90	1.29	0.54	0.02	n.s.
Academic Services	6.43	5.88	1.28	0.55	6.35	5.87	1.20	0.48	-0.01	n.s.
Institutional Perceptions	6.39	5.90	1.35	0.49	6.32	5.84	1.35	0.48	-0.06	n.s.
Instructional Services	6.37	5.78	1.37	0.59	6.30	5.83	1.18	0.47	0.05	n.s.
Student Services	6.33	5.73	1.36	0.60	6.26	5.77	1.31	0.49	0.04	n.s.

Taking these scales and drilling-down—performing an item-level analysis—allows us to identify strengths and challenges for a better understanding of how to address the needs of the OSUIT online students. The strategic planning overview that follows takes the more important items and identifies OSUIT's strengths and challenges while also benchmarking these strengths and challenges against the national comparison group.

Strategic Planning Overview

The Strategic Planning Overview identifies the areas that matter to online learners most at OSUIT, areas where their expectations are being met, and areas where there is room for improvement. The Strategic Planning Overview provides a summary of the results for immediate action planning; it identifies areas to celebrate and areas that need attention. The overview identifies the top *strengths* and top *challenges* at OSUIT.

At the item level, those items rated with both high importance and high satisfaction are considered *strengths*. Strengths provide positive feedback on what is working effectively at OSUIT. Items with high importance and low satisfaction, a large performance gap, are considered *challenges*. Challenges are the areas that students care most about, which they also feel can be further improved upon.

Occasionally, one or two items may appear on both lists as strengths and challenges. This occurs when an item has very high importance, relatively high satisfaction, and a large performance gap. The satisfaction score may qualify it as a strength, while the performance gap qualifies it as a challenge. This office recommends focusing on such items as challenges since students find them important and still feel that there is room for improvement. This year, item #7 "Program requirements are clear and reasonable" was listed as both a strength and a challenge; in this case, although the students show satisfaction with this item, it is also important enough to them that they still see room for improvement. Note: Items followed by (+/-) show OSUIT as significantly higher or lower than the national comparison group; one, two, or three asterisks show differences that are statistically significant at the .05, .01, and .001 levels, respectively. Also, campus items are specific to OSUIT and, therefore, have no comparison data from the national comparison group.

Eight items rose to the level of strengths for OSUIT with high importance and relatively high satisfaction.

Strengths (Table 20)

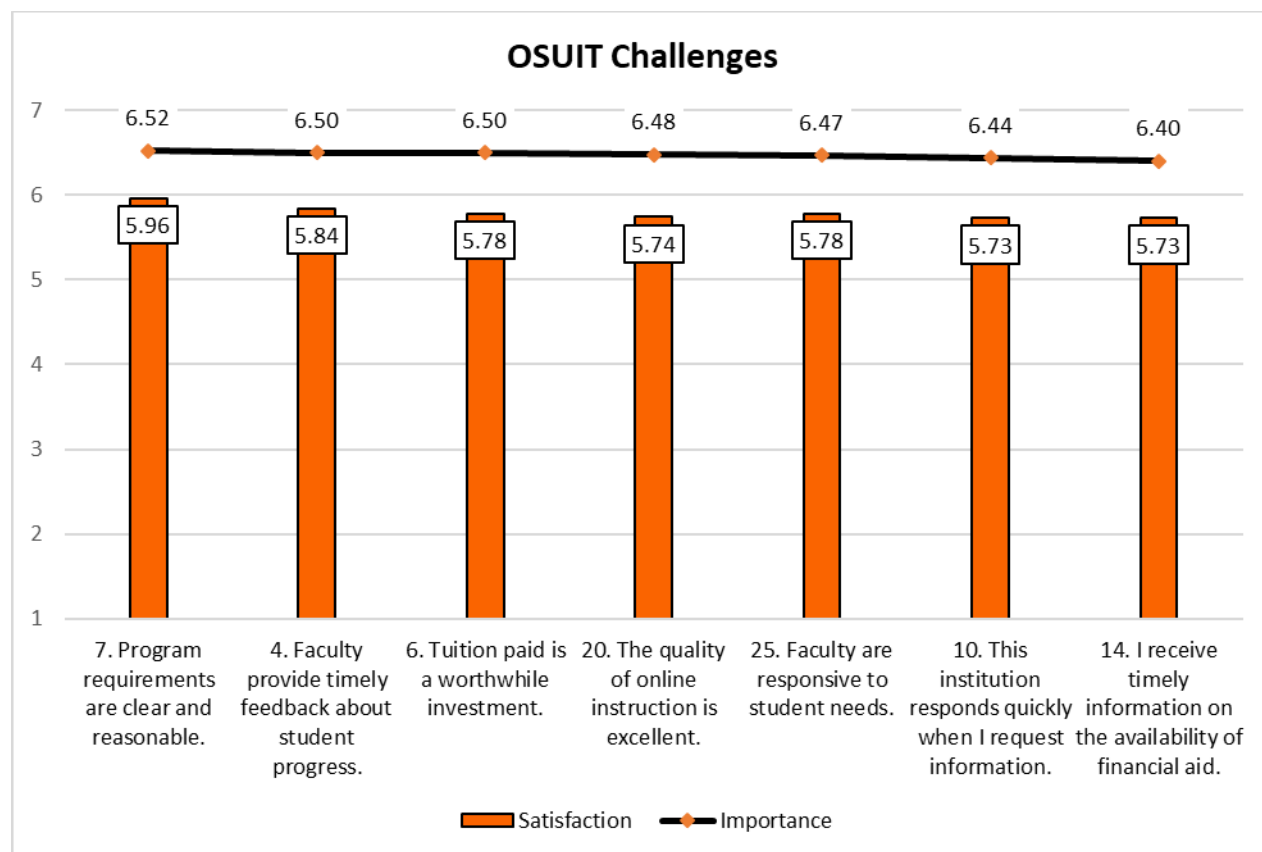| Items	Importance	Satisfaction	Gap
27. Campus item: Canvas, the online classroom, is easy to use.	6.58	6.16	0.42
18. Registration for online courses is convenient. (-)***	6.53	6.04	0.49
3. Instructional materials are appropriate for program content.	6.53	5.98	0.55
7. Program requirements are clear and reasonable.	6.52	5.96	0.56
2. Program advisor is accessible by telephone and email. (-)*	6.46	5.96	0.50
23. Billing and payment procedures are convenient for me. (-)**	6.44	5.96	0.48
28. Campus item: There are sufficient online courses available through OSUIT.	6.41	5.97	0.44
11. Student assignments are clearly defined in the syllabus.	6.40	5.96	0.44

Strengths (Figure 1)
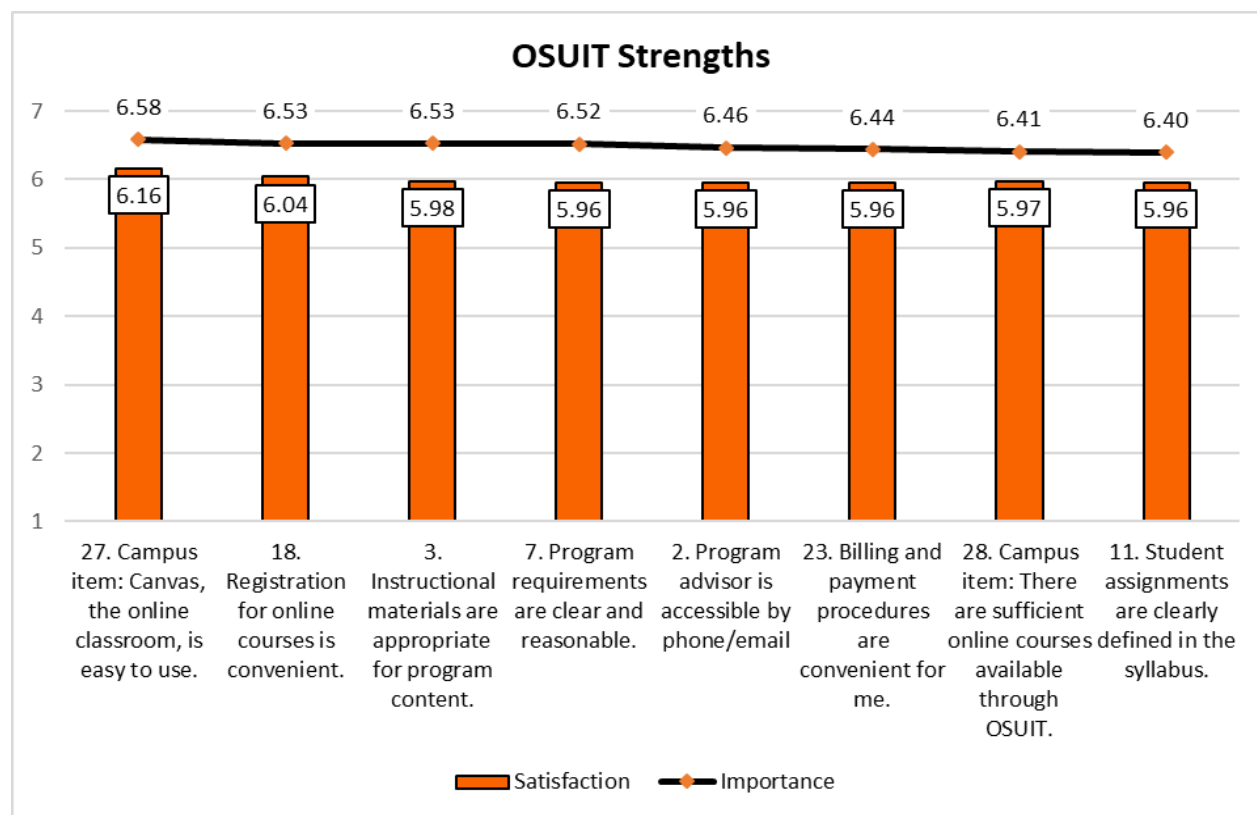
Online learners reported sufficiently high importance with relatively lower satisfaction levels for seven of the survey items.

Challenges (Table 21)

| Items	Importance	Satisfaction	Gap
7. Program requirements are clear and reasonable.	6.52	5.96	0.56
4. Faculty provide timely feedback about student progress.	6.50	5.84	0.66
6. Tuition paid is a worthwhile investment.	6.50	5.78	0.72
20. The quality of online instruction is excellent.	6.48	5.74	0.74
25. Faculty are responsive to student needs. (-)*	6.47	5.78	0.69
10. This institution responds quickly when I request information. (-)***	6.44	5.73	0.71
14. I receive timely information on the availability of financial aid.	6.40	5.73	0.67

Challenges (Figure 2)

The Strategic Planning Overview also summarizes how OSUIT online learners' results compare with the national online learners group ("national group") by listing items with higher satisfaction, lower satisfaction, and higher importance as "Benchmarks"; this allows a quick overview to see how OSUIT student perceptions compare nationally. This list, as compiled by Ruffalo Noel Levitz, only includes items in the top half of OSUIT's importance ratings. Compared to national benchmarks, OSUIT students reported lower satisfaction in the following areas:

Benchmarks (Table 22)

Benchmark Items	OSUIT Importance	OSUIT Satisfaction	National Group Importance	National Group Satisfaction	Satisfaction Gap
18. Registration for online courses is convenient. (-)***	6.53	6.04	6.68	6.41	-0.37
25. Faculty are responsive to student needs. (-)*	6.47	5.78	6.65	5.99	-0.21
2. My program advisor is accessible by telephone and e-mail. (-)*	6.46	5.96	6.53	6.13	-0.17
10. This institution responds quickly when I request information. (-)***	6.44	5.73	6.59	6.03	-0.30
23. Billing and payment procedures are convenient for me. (-)**	6.44	5.96	6.57	6.21	-0.25

Benchmarks (Figure 3)
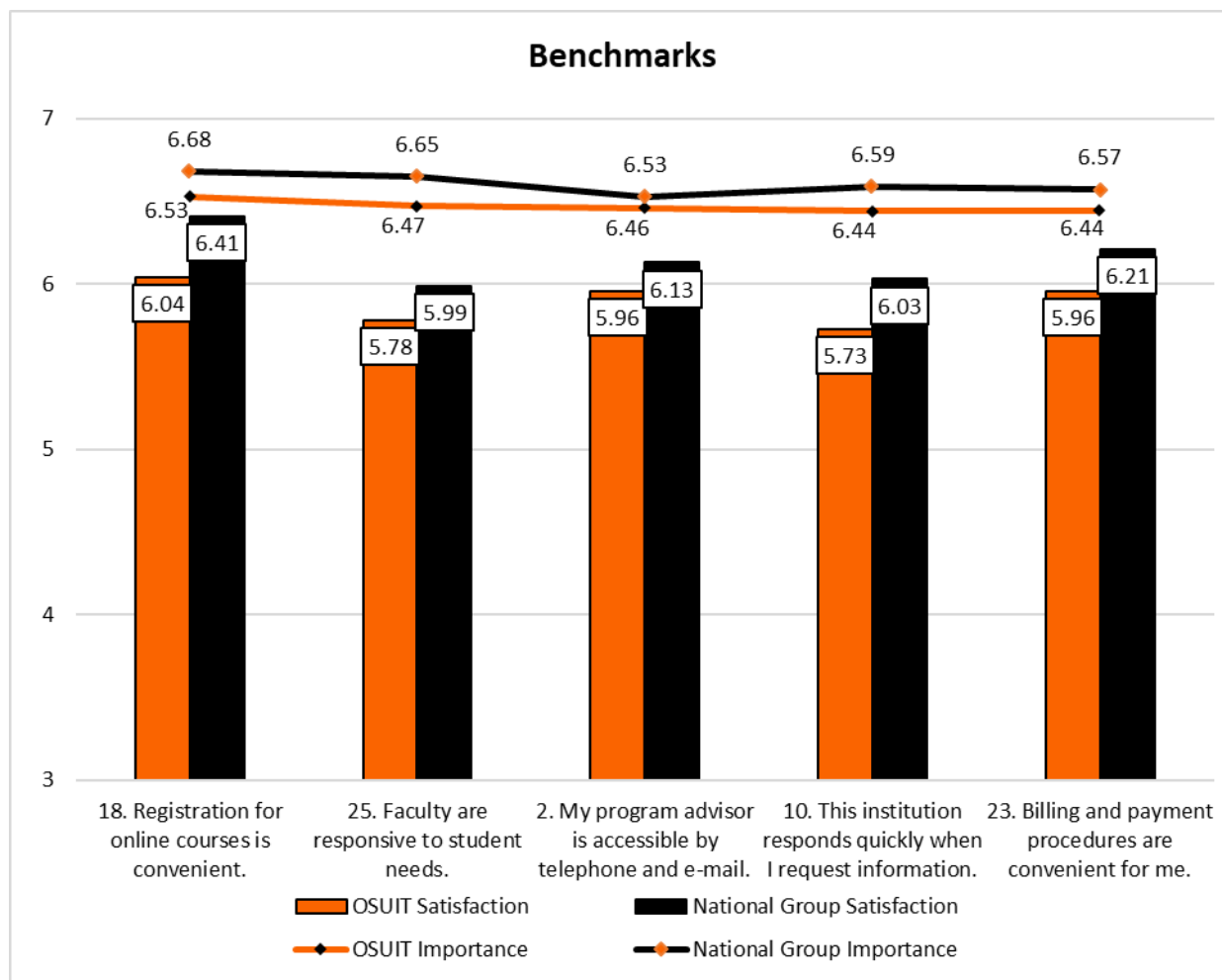
Summary Report

The PSOL also included three summary questions regarding students' general attitudes. These questions help the institution 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 4.85 on a seven-point scale between 4 = "About what I expected" and 5 = "Better than I expected". The average for OSUIT last year was 4.82. The average of responses for the national group was higher at 5.16.

Summary Report (Table 23)

So far, how has your college experience met your expectations?	OSUIT 2019	OSUIT 2020
1=Much worse than expected	3%	2%
2=Quite a bit worse than I expected	2%	1%
3=Worse than I expected	12%	8%
4=About what I expected	26%	34%
5=Better than I expected	21%	19%
6=Quite a bit better than I expected	14%	12%
7=Much better than expected	19%	19%
Mean response	4.82	4.85

When asked, "Rate your overall satisfaction with your experience here thus far", the average of responses for OSUIT was 5.29 falling between 5 = "Somewhat satisfied" and 6 = "Satisfied". The average for OSUIT last year was 5.14. The average of responses for the national group was higher at 5.79.

Summary Report (Table 24)

Rate your overall satisfaction with your experience here thus far.	OSUIT 2019	OSUIT 2020
1=Not satisfied at all	2%	2%
2=Not very satisfied	5%	5%
3=Somewhat dissatisfied	9%	8%
4=Neutral	14%	12%
5=Somewhat satisfied	13%	10%
6=Satisfied	32%	35%
7=Very satisfied	21%	24%
Mean response	5.14	5.29

When asked, "All in all, if you had to do it over, would you enroll here again?" the average of responses for OSUIT was 5.66 vs. 5.84 for the national group. On a seven-point scale, these responses fall between "Maybe yes" and "Probably yes". The average for OSUIT last year was 5.55.

Summary Report (Table 25)

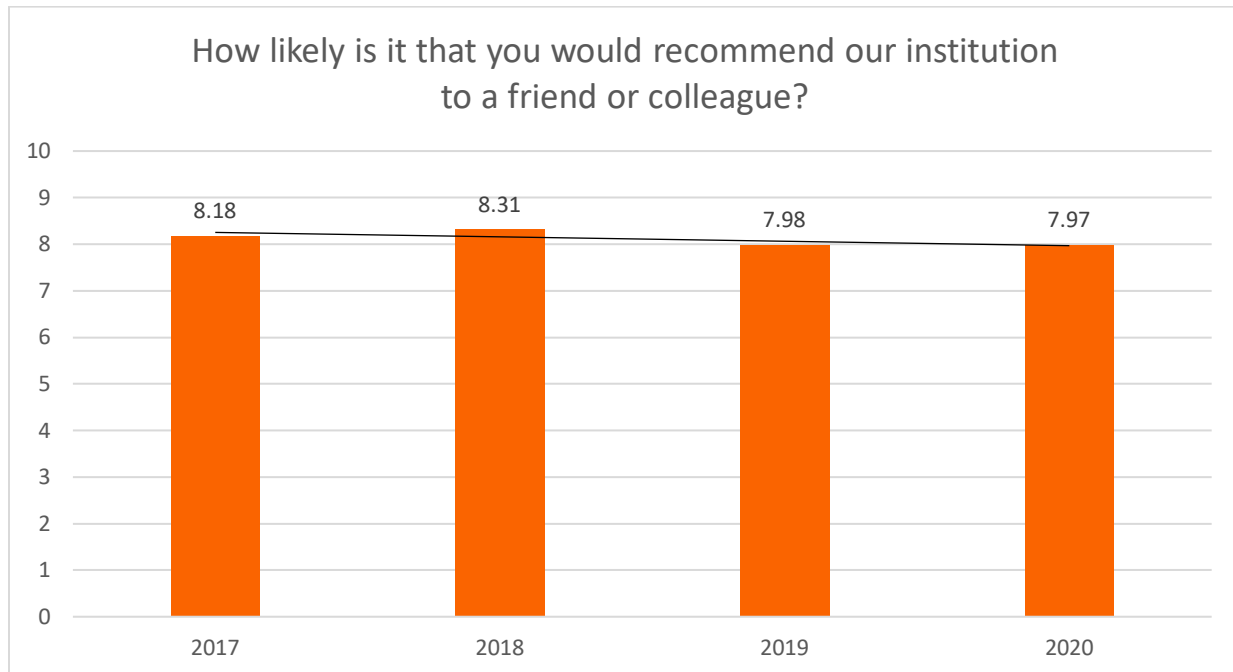| All in all, if you had to do it over, would you enroll here again?	OSUIT 2019	OSUIT 2020
1=Definitely not	3%	3%
2=Probably not	7%	4%
3=Maybe not	3%	2%
4=I don't know	10%	10%
5=Maybe yes	9%	9%
6=Probably yes	26%	31%
7=Definitely yes	39%	38%
Mean response	5.55	5.66

Recommendation Scale

In addition to the summary items, Ruffalo Noel Levitz included an item representing the self-reported likelihood that a respondent would recommend OSUIT to a friend or colleague. This survey item appears as follows: "How likely is it that you would recommend our institution to a friend or colleague?" The response scale ranges from 0 - Not at all likely to 10 - Extremely likely. Although this rating scale differs from the summary items, the results can still be useful as another marker of satisfaction with the educational experience. Following are the results of OSUIT's recommendation scores since 2017.

Recommendation Scales, 2017-2020 (Table 26)

Rating Scale	2017	2018	2019	2020
0 - Not at all likely	7	7	11	9
1	1	2	1	0
2	1	1	4	2
3	4	2	3	3
4	5	5	3	4
5 - Neutral	24	20	25	34
6	12	11	14	13
7	29	28	25	24
8	39	53	56	47
9	41	28	27	33
10 - Extremely likely	122	140	121	113
Mean response	8.18	8.31	7.98	7.97

Recommendation Scale, 2017-2020 (Figure 4)

How likely is it that you would recommend our institution to a friend or colleague?

Year	Score
2017	8.18
2018	8.31
2019	7.98
2020	7.97

Sources of Information

In addition to the satisfaction items, the survey includes seven items that assess the sources of information students use in deciding to enroll. 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 online learners at OSUIT, the *campus web site* continued to be the most important source of information followed by *recommendations from an instructor or program advisor* and the *course catalog (online).* Least important this year, according to students' perceptions, were *advertisements* and *catalog & brochures (printed)*.

Sources of Information (Table 27)

Items	OSUIT 2019	OSUIT 2020
37. Importance of Source of information: Catalog and brochures (printed)	5.59	5.69
38. Importance of Source of information: Catalog (online)	6.09	6.15
39. Importance of Source of information: College representatives	5.83	5.97
40. Importance of Source of information: Web site	6.30	6.37
41. Importance of Source of information: Advertisements	5.24	5.42
42. Importance of Source of information: Recommendation from instructor or program advisor	6.11	6.25
43. Importance of Source of information: Contact with current students and / or recent graduates of the program	5.76	5.89

Factors to Enroll

Also included in the survey are factors students consider when deciding to enroll. Again, these items only ask for an importance rating and do not include satisfaction or performance gap scores. Respondents were presented a list of 11 items to rate how important these factors were in the student's decision to enroll in online classes. According to online learners at OSUIT, the most important factors in the decision to enroll were *future employment opportunities*, *ability to transfer credits*, *convenience,* and *cost; recommendations from employer* and d*istance from campus* continued as least important to OSUIT online learners.

Factors to Enroll (Table 28)

Items	OSUIT 2019	OSUIT 2020
44. Importance of Factor to enroll: Ability to transfer credits	6.18	6.39
45. Importance of Factor to enroll: Cost	6.32	6.38
46. Importance of Factor to enroll: Financial assistance available	6.21	6.18
47. Importance of Factor to enroll: Future employment opportunities	6.32	6.45
48. Importance of Factor to enroll: Reputation of institution	6.18	6.22
49. Importance of Factor to enroll: Work schedule	6.19	6.24
50. Importance of Factor to enroll: Flexible pacing for completing a program	6.14	6.27
51. Importance of Factor to enroll: Convenience	6.31	6.38
52. Importance of Factor to enroll: Distance from campus	5.81	5.87
53. Importance of Factor to enroll: Program requirements	6.25	6.22
54. Importance of Factor to enroll: Recommendations from employer	5.77	5.77

Conclusions

In 2020, satisfaction at OSUIT was quite mixed compared to the results from 2019 at the item level; however, any differences at the scale-level were not statistically significant. Satisfaction between OSUIT online learners and the national comparison group was different; the national group on average was more satisfied with Enrollment Services, Student Services, and Academic Services than OSUIT online learners. OSUIT responses this year, as in most years, continue to reflect similar concerns as those of the national comparison group while also continuing to run slightly lower both on satisfaction and on importance.

Again, online students send a clear message through the strengths and challenges identified by this survey. The learning management system migration to Canvas was fully implemented in summer 2019 and, for online learners, ease of use was most important to them and they were most satisfied in this area. Convenience in the registration and billing/payment processes were also listed as strengths. Instructional materials, program advisor accessibility, program requirements, and clearly-defined assignments in the syllabus received appreciation as important areas for students in which they were likewise satisfied with the results. However, having program requirements that are clear and reasonable was listed as both a strength and a challenge. Although accessibility of program advisors by phone or email was listed as a strength, it is clear that institutional responsiveness to students is seen as a challenge. Listed challenges included the following:

- Program requirements are clear and reasonable.
- Faculty provide timely feedback about student progress.
- Tuition paid is a worthwhile investment.
- The quality of online instruction is excellent.
- Faculty are responsive to student needs.
- This institution responds quickly when I request information.
- I receive timely information on the availability of financial aid.

Compared to benchmarks set by the national group, OSUIT online students reported lower satisfaction for the following:

- Registration for online courses is convenient.
- Faculty are responsive to student needs.
- My program advisor is accessible by telephone and e-mail.
- This institution responds quickly when I request information.
- Billing and payment procedures are convenient for me.

Differences in summary items, though slightly higher than last year, were not statistically significant. In comparison, the Recommendation Scale revealed a slight downward trend over the past four years.

Students who attended online classes at OSUIT relied primarily on information from the website and recommendations from instructors or program advisors in deciding to attend. Future employment opportunities, transferability of classes, cost and convenience were the major factors in deciding to attend OSUIT for online students.

Appendix A contains the satisfaction items listed in descending order of importance. As always, satisfaction with an item is meaningless unless it is also deemed important. Appendix B shows the same items in sequential order. Appendix C provides satisfaction results based on the scales and the items making up those scales. Appendix D offers the satisfaction items, summary items, sources of information, and factors to enroll; these tables include trend data for the past five years.

Respectfully submitted,

Curtis Miller, Analyst,
OSUIT Institutional Research
April 14, 2020

Appendix A:

OSUIT Satisfaction vs. National Comparison Group (importance descending)

OSUIT Satisfaction vs. National Comparison Group (descending order of importance)

Scale	OSUIT Importance	OSUIT Satisfaction	OSUIT Standard Deviation	OSUIT Performance Gap	National Group Importance	National Group Satisfaction	National Group Standard Deviation	National Group Performance Gap	Mean Difference	Significance (n.s.=not statistically significant)
27. Campus item - Canvas, the online classroom, is easy to use.	6.58	6.16	1.39	0.41	N/A	N/A	N/A	N/A	N/A	N/A
18. Registration for online courses is convenient.	6.53	6.04	1.54	0.50	6.68	6.41	1.12	0.27	-0.37	<.001
03. Instructional materials are appropriate for program content.	6.53	5.98	1.21	0.54	6.65	6.01	1.26	0.64	-0.03	n.s.
07. Program requirements are clear and reasonable.	6.52	5.96	1.30	0.57	6.64	6.00	1.33	0.64	-0.04	n.s.
06. Tuition paid is a worthwhile investment.	6.50	5.78	1.55	0.72	6.60	5.80	1.49	0.80	-0.02	n.s.
04. Faculty provide timely feedback about student progress.	6.50	5.84	1.42	0.66	6.62	5.91	1.37	0.71	-0.07	n.s.
20. The quality of online instruction is excellent.	6.48	5.74	1.51	0.74	6.68	5.86	1.42	0.82	-0.12	n.s.
25. Faculty are responsive to student needs.	6.47	5.78	1.59	0.69	6.65	5.99	1.37	0.66	-0.21	<.05
02. My program advisor is accessible by telephone and e-mail.	6.46	5.96	1.42	0.50	6.53	6.13	1.35	0.40	-0.17	<.05
23. Billing and payment procedures are convenient for me.	6.44	5.96	1.45	0.49	6.57	6.21	1.28	0.36	-0.25	<.01
10. This institution responds quickly when I request information.	6.44	5.73	1.52	0.70	6.59	6.03	1.37	0.56	-0.30	<.001
32. Campus item - When applicable, there is sufficient additional hands-on experience in my major.	6.43	5.94	1.57	0.49	N/A	N/A	N/A	N/A	N/A	N/A
31. Campus item - At OSUIT, choices are available for taking classes either face-to-face or online.	6.42	5.95	1.46	0.46	N/A	N/A	N/A	N/A	N/A	N/A
17. Assessment and evaluation procedures are clear and reasonable.	6.41	5.94	1.37	0.48	6.55	6.06	1.27	0.49	-0.12	n.s.
28. Campus item - There are sufficient online courses available through OSUIT.	6.41	5.97	1.44	0.44	N/A	N/A	N/A	N/A	N/A	N/A
11. Student assignments are clearly defined in the syllabus.	6.40	5.96	1.35	0.44	6.67	6.02	1.32	0.65	-0.06	n.s.

Scale	OSUIT Importance	OSUIT Satisfaction	OSUIT Standard Deviation	OSUIT Performance Gap	National Group Importance	National Group Satisfaction	National Group Standard Deviation	National Group Performance Gap	Mean Difference	Significance (n.s.=not statistically significant)
14. I receive timely information on the availability of financial aid.	6.40	5.73	1.60	0.66	6.43	5.86	1.55	0.57	-0.13	n.s.
12. There are sufficient offerings within my program of study.	6.40	5.93	1.28	0.47	6.57	6.01	1.31	0.56	-0.08	n.s.
09. Adequate financial aid is available.	6.37	5.85	1.53	0.52	6.46	5.79	1.62	0.67	0.06	n.s.
29. Campus item - There are sufficient online programs/majors available through OSUIT.	6.34	5.96	1.41	0.38	N/A	N/A	N/A	N/A	N/A	N/A
26. The bookstore provides timely service to students.	6.34	6.11	1.42	0.23	6.36	6.13	1.31	0.23	-0.02	n.s.
16. Appropriate technical assistance is readily available.	6.33	5.79	1.59	0.54	6.52	6.15	1.26	0.37	-0.36	<.001
22. I am aware of whom to contact for questions about programs and services.	6.32	5.78	1.66	0.54	6.53	6.00	1.42	0.53	-0.22	<.05
05. My program advisor helps me work toward career goals.	6.31	5.77	1.58	0.54	6.33	5.68	1.63	0.65	0.09	n.s.
13. The frequency of student and instructor interactions is adequate.	6.29	5.88	1.47	0.41	6.40	5.92	1.35	0.48	-0.04	n.s.
21. Adequate online library resources are provided.	6.22	5.87	1.45	0.35	6.57	6.22	1.20	0.35	-0.35	<.001
24. Tutoring services are readily available for online courses.	6.21	5.77	1.62	0.44	6.16	5.74	1.58	0.42	0.03	n.s.
01. This institution has a good reputation.	6.16	5.88	1.34	0.28	6.48	6.03	1.24	0.45	-0.15	<.05
15. Channels are available for providing timely responses to student complaints.	6.14	5.51	1.75	0.63	6.34	5.63	1.65	0.71	-0.12	n.s.
19. Online career services are available.	6.04	5.72	1.46	0.32	6.17	5.81	1.49	0.36	-0.09	n.s.
30. Campus item - There are sufficient hybrid/blended courses available at OSUIT incorporating a mix of online and in-class instruction.	6.01	5.84	1.52	0.17	N/A	N/A	N/A	N/A	N/A	N/A
08. Student-to-student collaborations are valuable to me.	5.33	5.47	1.52	-0.14	5.16	5.42	1.58	-0.26	0.05	n.s.

Appendix B:

OSUIT Satisfaction vs. National Comparison Group with items listed in sequential order

OSUIT Satisfaction vs. National Comparison Group with items listed in sequential order

Scale/Item	OSUIT Importance	OSUIT Satisfaction	OSUIT Standard Deviation	OSUIT Performance Gap	National Group Importance	National Group Satisfaction	National Group Standard Deviation	National Group Performance Gap	Mean Difference	Significance (n.s.=not statistically significant)
01. This institution has a good reputation.	6.16	5.88	1.34	0.28	6.48	6.03	1.24	0.45	-0.15	<.05
02. My program advisor is accessible by telephone and e-mail.	6.46	5.96	1.42	0.50	6.53	6.13	1.35	0.40	-0.17	<.05
03. Instructional materials are appropriate for program content.	6.53	5.98	1.21	0.54	6.65	6.01	1.26	0.64	-0.03	n.s.
04. Faculty provide timely feedback about student progress.	6.50	5.84	1.42	0.66	6.62	5.91	1.37	0.71	-0.07	n.s.
05. My program advisor helps me work toward career goals.	6.31	5.77	1.58	0.54	6.33	5.68	1.63	0.65	0.09	n.s.
06. Tuition paid is a worthwhile investment.	6.50	5.78	1.55	0.72	6.60	5.80	1.49	0.80	-0.02	n.s.
07. Program requirements are clear and reasonable.	6.52	5.96	1.30	0.57	6.64	6.00	1.33	0.64	-0.04	n.s.
08. Student-to-student collaborations are valuable to me.	5.33	5.47	1.52	-0.14	5.16	5.42	1.58	-0.26	0.05	n.s.
09. Adequate financial aid is available.	6.37	5.85	1.53	0.52	6.46	5.79	1.62	0.67	0.06	n.s.
10. This institution responds quickly when I request information.	6.44	5.73	1.52	0.70	6.59	6.03	1.37	0.56	-0.30	<.001
11. Student assignments are clearly defined in the syllabus.	6.40	5.96	1.35	0.44	6.67	6.02	1.32	0.65	-0.06	n.s.
12. There are sufficient offerings within my program of study.	6.40	5.93	1.28	0.47	6.57	6.01	1.31	0.56	-0.08	n.s.
13. The frequency of student and instructor interactions is adequate.	6.29	5.88	1.47	0.41	6.40	5.92	1.35	0.48	-0.04	n.s.
14. I receive timely information on the availability of financial aid.	6.40	5.73	1.60	0.66	6.43	5.86	1.55	0.57	-0.13	n.s.
15. Channels are available for providing timely responses to student complaints.	6.14	5.51	1.75	0.63	6.34	5.63	1.65	0.71	-0.12	n.s.
16. Appropriate technical assistance is readily available.	6.33	5.79	1.59	0.54	6.52	6.15	1.26	0.37	-0.36	<.001
17. Assessment and evaluation procedures are clear and reasonable.	6.41	5.94	1.37	0.48	6.55	6.06	1.27	0.49	-0.12	n.s.
18. Registration for online courses is convenient.	6.53	6.04	1.54	0.50	6.68	6.41	1.12	0.27	-0.37	<.001
19. Online career services are available.	6.04	5.72	1.46	0.32	6.17	5.81	1.49	0.36	-0.09	n.s.

Scale/Item	OSUIT Importance	OSUIT Satisfaction	OSUIT Standard Deviation	OSUIT Performance Gap	National Group Importance	National Group Satisfaction	National Group Standard Deviation	National Group Performance Gap	Mean Difference	Significance (n.s.=not statistically significant)
20. The quality of online instruction is excellent.	6.48	5.74	1.51	0.74	6.68	5.86	1.42	0.82	-0.12	n.s.
21. Adequate online library resources are provided.	6.22	5.87	1.45	0.35	6.57	6.22	1.20	0.35	-0.35	<.001
22. I am aware of whom to contact for questions about programs and services.	6.32	5.78	1.66	0.54	6.53	6.00	1.42	0.53	-0.22	<.05
23. Billing and payment procedures are convenient for me.	6.44	5.96	1.45	0.49	6.57	6.21	1.28	0.36	-0.25	<.01
24. Tutoring services are readily available for online courses.	6.21	5.77	1.62	0.44	6.16	5.74	1.58	0.42	0.03	n.s.
25. Faculty are responsive to student needs.	6.47	5.78	1.59	0.69	6.65	5.99	1.37	0.66	-0.21	<.05
26. The bookstore provides timely service to students.	6.34	6.11	1.42	0.23	6.36	6.13	1.31	0.23	-0.02	n.s.
27. Campus item - Canvas, the online classroom, is easy to use.	6.58	6.16	1.39	0.41	N/A	N/A	N/A	N/A	N/A	N/A
28. Campus item - There are sufficient online courses available through OSUIT.	6.41	5.97	1.44	0.44	N/A	N/A	N/A	N/A	N/A	N/A
29. Campus item - There are sufficient online programs/majors available through OSUIT.	6.34	5.96	1.41	0.38	N/A	N/A	N/A	N/A	N/A	N/A
30. Campus item - There are sufficient hybrid/blended courses available at OSUIT incorporating a mix of online and in-class instruction.	6.01	5.84	1.52	0.17	N/A	N/A	N/A	N/A	N/A	N/A
31. Campus item - At OSUIT, choices are available for taking classes either face-to-face or online.	6.42	5.95	1.46	0.46	N/A	N/A	N/A	N/A	N/A	N/A
32. Campus item - When applicable, there is sufficient additional hands-on experience in my major.	6.43	5.94	1.57	0.49	N/A	N/A	N/A	N/A	N/A	N/A

Appendix C:

Satisfaction Items by Scale

Scale: Academic Services

Scale/Item	OSUIT Importance	OSUIT Satisfaction	OSUIT Standard Deviation	OSUIT Performance Gap	National Group Importance	National Group Satisfaction	National Group Standard Deviation	National Group Performance Gap	Mean Difference	Significance (n.s.=not statistically significant)
Academic Services Scale overall	6.35	5.87	1.20	0.48	6.48	6.00	1.02	0.48	-0.13	<.05
2. My program advisor is accessible by telephone and e-mail.	6.46	5.96	1.42	0.50	6.53	6.13	1.35	0.40	-0.17	<.05
5. My program advisor helps me work toward career goals.	6.31	5.77	1.58	0.54	6.33	5.68	1.63	0.65	0.09	n.s.
7. Program requirements are clear and reasonable.	6.52	5.96	1.30	0.57	6.64	6.00	1.33	0.64	-0.04	n.s.
12. There are sufficient offerings within my program of study.	6.40	5.93	1.28	0.47	6.57	6.01	1.31	0.56	-0.08	n.s.
16. Appropriate technical assistance is readily available.	6.33	5.79	1.59	0.54	6.52	6.15	1.26	0.37	-0.36	<.001
21. Adequate online library resources are provided.	6.22	5.87	1.45	0.35	6.57	6.22	1.20	0.35	-0.35	<.001
24. Tutoring services are readily available for online courses.	6.21	5.77	1.62	0.44	6.16	5.74	1.58	0.42	0.03	n.s.

Scale: Enrollment Services

Scale/Item	OSUIT Importance	OSUIT Satisfaction	OSUIT Standard Deviation	OSUIT Performance Gap	National Group Importance	National Group Satisfaction	National Group Standard Deviation	National Group Performance Gap	Mean Difference	Significance (n.s.=not statistically significant)
Enrollment Services Scale overall	6.44	5.90	1.29	0.54	6.54	6.08	1.11	0.46	-0.18	<.01
9. Adequate financial aid is available.	6.37	5.85	1.53	0.52	6.46	5.79	1.62	0.67	0.06	n.s.
14. I receive timely information on the availability of financial aid.	6.40	5.73	1.60	0.66	6.43	5.86	1.55	0.57	-0.13	n.s.
18. Registration for online courses is convenient.	6.53	6.04	1.54	0.50	6.68	6.41	1.12	0.27	-0.37	<.001
23. Billing and payment procedures are convenient for me.	6.44	5.96	1.45	0.49	6.57	6.20	1.28	0.37	-0.24	<.01

Scale: Institutional Perceptions

Scale/Item	OSUIT Importance	OSUIT Satisfaction	OSUIT Standard Deviation	OSUIT Performance Gap	National Group Importance	National Group Satisfaction	National Group Standard Deviation	National Group Performance Gap	Mean Difference	Significance (n.s.=not statistically significant)
Institutional Perceptions Scale overall	6.32	5.84	1.35	0.48	6.54	5.91	1.23	0.63	-0.07	n.s.
1. This institution has a good reputation.	6.16	5.88	1.34	0.28	6.48	6.03	1.24	0.45	-0.15	<.05
6. Tuition paid is a worthwhile investment.	6.50	5.78	1.55	0.72	6.60	5.80	1.49	0.80	-0.02	n.s.

Scale: Instructional Services

Scale/Item	OSUIT Importance	OSUIT Satisfaction	OSUIT Standard Deviation	OSUIT Performance Gap	National Group Importance	National Group Satisfaction	National Group Standard Deviation	National Group Performance Gap	Mean Difference	Significance (n.s.=not statistically significant)
Instructional Services Scale overall	6.30	5.83	1.18	0.47	6.43	5.90	1.08	0.53	-0.07	n.s.
3. Instructional materials are appropriate for program content.	6.53	5.98	1.21	0.54	6.65	6.01	1.26	0.64	-0.03	n.s.
4. Faculty provide timely feedback about student progress.	6.50	5.84	1.42	0.66	6.62	5.91	1.37	0.71	-0.07	n.s.
8. Student-to-student collaborations are valuable to me.	5.33	5.47	1.52	-0.14	5.16	5.42	1.58	-0.26	0.05	n.s.
11. Student assignments are clearly defined in the syllabus.	6.40	5.96	1.35	0.44	6.67	6.02	1.32	0.65	-0.06	n.s.
13. The frequency of student and instructor interactions is adequate.	6.29	5.88	1.47	0.41	6.40	5.92	1.35	0.48	-0.04	n.s.
17. Assessment and evaluation procedures are clear and reasonable.	6.41	5.94	1.37	0.48	6.55	6.06	1.27	0.49	-0.12	n.s.
20. The quality of online instruction is excellent.	6.48	5.74	1.51	0.74	6.68	5.86	1.42	0.82	-0.12	n.s.
25. Faculty are responsive to student needs.	6.47	5.78	1.59	0.69	6.65	5.99	1.37	0.66	-0.21	<.05

Scale: Student Services

Scale/Item	OSUIT Importance	OSUIT Satisfaction	OSUIT Standard Deviation	OSUIT Performance Gap	National Group Importance	National Group Satisfaction	National Group Standard Deviation	National Group Performance Gap	Mean Difference	Significance (n.s.=not statistically significant)
Student Services Scale overall	6.26	5.77	1.31	0.49	6.40	5.93	1.18	0.47	-0.16	<.05
10. This institution responds quickly when I request information.	6.44	5.73	1.52	0.70	6.59	6.03	1.37	0.56	-0.30	<.001
15. Channels are available for providing timely responses to student complaints.	6.14	5.51	1.75	0.63	6.34	5.63	1.65	0.71	-0.12	n.s.
19. Online career services are available.	6.04	5.72	1.46	0.32	6.17	5.81	1.49	0.36	-0.09	n.s.
22. I am aware of whom to contact for questions about programs and services.	6.32	5.78	1.66	0.54	6.53	6.00	1.42	0.53	-0.22	<.05
26. The bookstore provides timely service to students.	6.34	6.11	1.42	0.23	6.36	6.13	1.31	0.23	-0.02	n.s.

Appendix D:

OSUIT results for past five years (2016-2020), all items

OSUIT Satisfaction, Five-Year Trend

Items by Mean Satisfaction	2016	2017	2018	2019	2020
1. This institution has a good reputation.	5.88	6.04	6.06	6.00	5.88
2. My program advisor is accessible by telephone and e-mail.	6.00	6.18	6.23	6.15	5.96
3. Instructional materials are appropriate for program content.	5.85	5.88	5.96	5.91	5.98
4. Faculty provide timely feedback about student progress.	5.50	5.76	5.74	5.80	5.84
5. My program advisor helps me work toward career goals.	5.72	5.84	5.80	5.83	5.77
6. Tuition paid is a worthwhile investment.	5.76	5.84	5.91	5.80	5.78
7. Program requirements are clear and reasonable.	5.79	6.00	6.02	6.04	5.96
8. Student-to-student collaborations are valuable to me.	5.41	5.40	5.64	5.45	5.47
9. Adequate financial aid is available.	5.69	5.61	5.64	5.59	5.85
10. This institution responds quickly when I request information.	5.77	5.60	5.76	5.63	5.73
11. Student assignments are clearly defined in the syllabus.	5.75	6.04	5.98	5.85	5.96
12. There are sufficient offerings within my program of study.	5.69	5.85	5.93	5.89	5.93
13. The frequency of student and instructor interactions is adequate.	5.63	5.91	6.07	5.94	5.88
14. I receive timely information on the availability of financial aid.	5.61	5.39	5.59	5.65	5.73
15. Channels are available for providing timely responses to student complaints.	5.57	5.45	5.61	5.41	5.51
16. Appropriate technical assistance is readily available.	5.96	5.95	6.03	5.71	5.79
17. Assessment and evaluation procedures are clear and reasonable.	5.83	5.97	6.01	5.97	5.94
18. Registration for online courses is convenient.	5.97	6.10	6.30	6.18	6.04
19. Online career services are available.	5.51	5.66	5.79	5.70	5.72
20. The quality of online instruction is excellent.	5.39	5.41	5.65	5.50	5.74
21. Adequate online library resources are provided.	5.75	5.94	6.15	5.90	5.87
22. I am aware of whom to contact for questions about programs and services.	5.90	5.93	6.01	5.78	5.78
23. Billing and payment procedures are convenient for me.	6.00	5.98	6.17	6.08	5.96
24. Tutoring services are readily available for online courses.	5.59	5.63	5.78	5.62	5.77
25. Faculty are responsive to student needs.	5.68	5.95	6.00	5.82	5.78
26. The bookstore provides timely service to students.	6.07	6.18	6.26	6.09	6.11
27. Campus item: Brightspace, the online classroom, is easy to use.	6.03	6.15	6.29	6.02	6.16
28. Campus item: There are sufficient online courses available through OSUIT.	5.82	6.04	6.08	6.11	5.97
29. Campus item: There are sufficient online programs/majors available through OSUIT.	5.65	5.90	6.03	5.89	5.96
30. Campus item: There are sufficient hybrid/blended courses available at OSUIT incorporating a mix of online and in-class instruction.	5.56	5.83	6.00	5.92	5.84
31. Campus item: At OSUIT, choices are available for taking classes either face-to-face or online.	5.96	6.10	6.19	6.15	5.95
32. Campus item: When applicable, there is sufficient additional hands-on experience in my major.	5.81	5.95	6.06	6.03	5.94

OSUIT Summary Items, Five-Year Trend

Summary Items	2016	2017	2018	2019	2020
So far, how has your college experience met your expectations?	4.64	4.59	4.90	4.82	4.85
Rate your overall satisfaction with your experience here thus far.	5.25	5.15	5.43	5.14	5.29
All in all, if you had to do it over, would you enroll here again?	5.62	5.59	5.78	5.55	5.66

Sources of Information, Five-Year Trend

Importance: Source of Information	2016	2017	2018	2019	2020
37. Source of information: Catalog and brochures (printed)	4.72	5.24	5.88	5.59	5.69
38. Source of information: Catalog (online)	5.46	6.10	6.19	6.09	6.15
39. Source of information: College representatives	5.29	5.85	6.01	5.83	5.97
40. Source of information: Web site	6.06	6.48	6.41	6.30	6.37
41. Source of information: Advertisements	4.48	4.82	5.43	5.24	5.42
42. Source of information: Recommendation from instructor or program advisor	5.79	6.20	6.15	6.11	6.25
43. Source of information: Contact with current students and / or recent graduates of the program	5.41	5.51	5.85	5.76	5.89

Factors to Enroll, Five-Year Trend

Importance: Factors to Enroll	2016	2017	2018	2019	2020
44. Factor to enroll: Ability to transfer credits	6.38	6.49	6.33	6.18	6.39
45. Factor to enroll: Cost	6.49	6.44	6.38	6.32	6.38
46. Factor to enroll: Financial assistance available	6.30	6.31	6.26	6.21	6.18
47. Factor to enroll: Future employment opportunities	6.44	6.45	6.46	6.32	6.45
48. Factor to enroll: Reputation of institution	6.33	6.37	6.38	6.18	6.22
49. Factor to enroll: Work schedule	6.16	6.37	6.40	6.19	6.24
50. Factor to enroll: Flexible pacing for completing a program	6.50	6.50	6.34	6.14	6.27
51. Factor to enroll: Convenience	6.49	6.56	6.43	6.31	6.38
52. Factor to enroll: Distance from campus	6.01	5.94	5.94	5.81	5.87
53. Factor to enroll: Program requirements	6.41	6.46	6.30	6.25	6.22
54. Factor to enroll: Recommendations from employer	5.71	5.79	5.88	5.77	5.77