Priorities Survey for Online Learners
May 2023

Oklahoma State University Institute of Technology
Okmulgee, Oklahoma

OSUIT Office of Institutional Research

Introduction

Online learning programs and courses continue to be a growth market, reflecting the changing needs and expectations of college students who increasingly display non-traditional learner characteristics. Online students have different learning resource needs and may place greater importance on institutional items than those of primarily face-to-face students. The PSOL provides a way to gain year-over-year feedback specifically from online students, enabling OSUIT to make strategic improvements to ensure a quality online student experience.

- Appendix A provides detailed breakdown and data visualizations for demographic and results by item.
- Appendix B provides year-over-year and benchmark data and analysis by item
- Appendix C provides five-year trend data by item, the sources of information question, and the factors to enroll question.
- Appendix D provides response data and analysis of the recommendation question and the open-ended comment responses.

Sample Selection & Response Rate

The PSOL 2023 sample included all OSUIT students taking an online or hybrid class (greater than 75 percent online) during the 2023 spring semester. The survey administration schedule ran from February 8, 2023, through April 12, 2023 (9 weeks). OSUIT Institutional Research sent and scheduled multiple automated email and text reminders to students via RNL and Slate during this time frame to encourage survey completion. Out of 1,662 students invited to participate, 279 online students completed the PSOL for a 16.79 percent response rate.

Demographics

The demographic section shows the composition of the OSUIT respondents for this report. See Appendix A for data, charts, and visualizations.

Generic
- **Age:** *19 to 24* represented the largest demographic at 49.43 percent. *25 to 34* and *35 to 44* each made up 15.33 percent of the respondents. *18 and under* represented 11.11 percent and 55+ respectively made-up 3.06 percent of the respondents.
- **Gender:** 61.07 percent of respondents were *male*, 31.30 percent were *female*, *genderqueer* and *additional gender category* each represented 1.15 percent, and *transgender* equaled 0.76 percent.
- **Ethnicity/Race:** *Caucasian/White* represented 60.15 percent, *American Indian or Alaskan Native* 16.48 percent, *Hispanic* 7.66 percent, *Black/African-American* 6.90 percent, *Multi-racial* and *Other race* totaled 4.98 percent, and *Asian or Pacific Islander* equaled 1.15 percent.
- **Marital Status:** 68.77 percent were *single*, 14.13 percent were *married with children*, 9.67 percent were *married*, 6.32 percent were *single with children*.
- **Employment:** 48.55 percent of respondents were *full-time*, 28.99 percent were *part-time*, and 22.46 percent were *not employed*.
- **Current Residence:** 30.55 percent live in their *own house*, 29.45 percent live in a *relative's home*, 20.00 percent *rent*, 18.18 percent live in the *OSUIT residence halls*, and 1.82 percent selected *other residence*.

Academic & Institution
- **Class Level:** 36.88 percent were in their *first year of college*, 35.36 percent were *second year*, 10.27 percent were *third year*, 8.75 percent were *fourth year*, 6.08 percent responded *other class level*, 2.28 percent responded *graduate/professional* (OSUIT does not offer this level of course work), and 0.38 percent responded *special student*.

- **Current Class Load:** 66.92 percent of respondents were enrolled *full-time,* and 33.08 percent were enrolled *part-time*.
- **Enrollment Status (course format):** 65.78 percent were enrolled *primarily online,* and 34.22 percent were *primarily on-campus*.
  - These numbers closely aligned with the responses to the question **I attend most of my OSUIT classes…**
- **Current Online Enrollment (number of credit hours)**: 24.24 percent were taking *10-12*. Those taking *1-3* and *4-6* each made up 18.84 percent of the responses. 14.77 percent were taking *13-15 credits*, 12.12 percent were taking *7-9*, and 10.98 percent said they were taking *more than 15 credits* online.
- **Previous Online Enrollment (number of classes)**: 36.09 percent had taken *1-3 online classes*, 21.80 percent had taken *4-6*, 14.66 percent report taking *no online classes before*, 12.40 percent had taken *13 or more*, 8.27 percent reported taking *10-12*, 6.77 percent had taken *7-9*.
- **Current Plans:** 45.35 percent planned to *complete their entire degree program online*, 33.83 percent planned to *complete their degree on campus*.
- **Educational Goal:** 49.05 percent listed *associate degree* as their current goal, but a *bachelor's degree* was a close second at 40.68 percent of the total responses.
- **Campus Item: I would enroll in additional online courses if available**: 47.92 percent said *maybe*, 40.00 percent said *yes*, and 12.08 percent said *no*.

Instrument

PSOL survey items describe student expectations of educational offerings and support services relative to distance learning. The 2023 PSOL survey consists of 44 standard items, six additional campus-defined items, thirteen demographic items, and two additional campus-defined demographic items. Respondents rate standard and the campus-defined items on 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.

The PSOL has demonstrated consistent statistical reliability over time. In its pilot study, the Cronbach Alpha Coefficient was used to assess reliability and produced the coefficient of 0.77. The coefficient of 0.7 is statistically valid. The PSOL was modeled on the Ruffalo Noel Levitz (RNL) Student Satisfaction Inventory, but the questions were modified for online student learners.

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

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

Importance, Satisfaction, and Gap Scores

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.

Survey Summary Scales

The PSOL uses Importance and Satisfaction to assess of the following five survey scales:

- 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.
- Enrollment Services - assesses the processes and services related to enrolling students in the online program, including financial aid, registration, and payment procedures.
- Institutional Perceptions - assesses how students perceive our institution.
- Instructional Services - measures students' academic experience, the instructional materials, the faculty/student interactions, evaluation procedures, and the quality of the instruction.
- Student Services - measures the quality of student programs and services, including responses to student requests, online career services, and the bookstore.

Comparison Groups: National Benchmarks and Internal Comparisons

The 2023 PSOL results were reports alongside two comparison groups:

1. A comparison National Online Learner comparison group is provided by Ruffalo Noel Levitz that creates a "benchmark" of all 32 questionnaire items. It utilized datasets from the 2019 to 2022 academic years and contains 95,512 student responses. The National Online Learner Group's surveys were completed by online learners at similar-sized colleges and universities.

2. OSUIT student responses from previous years covering PSOL administrations for year-to-year comparisons up to five years (2019-2023).

Results: Survey Scale Comparisons

Satisfaction for OSUIT online students in 2023 compared to the national online group revealed statistically significant differences in the *Enrollment Services* scale and the *Instructional Services* scale. It is positive to note that the *performance gap* between importance and satisfaction at OSUIT was lower than the national online group on three of the five scales. There were no statistical differences in the satisfaction for OSUIT online students in 2023 compared to respondents in 2022. Unfortunately, there were larger performance gaps on all scales in 2023 versus 2022.

Table 1. Survey Scales with National Online Group

Scale	2023 OSUIT PSOL			2023 National PSOL				Difference	SS
	Average Importance	Average Satisfaction	OSUIT Performance Gap	Average Importance	Average Satisfaction	National Performance Gap			
Academic Services	6.36	5.95	0.41	6.47	6.04	0.43		-0.03	
Enrollment Services	6.36	5.89	0.47	6.52	6.07	0.45		-0.09	
Institutional Perceptions	6.40	5.96	0.44	6.51	5.99	0.52		-0.18	★★
Instructional Services	6.28	5.79	0.49	6.42	5.94	0.48		-0.08	
Student Services	6.30	5.88	0.42	6.39	5.96	0.43		-0.15	★

★ Difference statistically significant at the .05 level, ★★ Difference statistically significant at the .01 level

Chart 1. Survey Scales Performance Gap Comparison with National Online Group
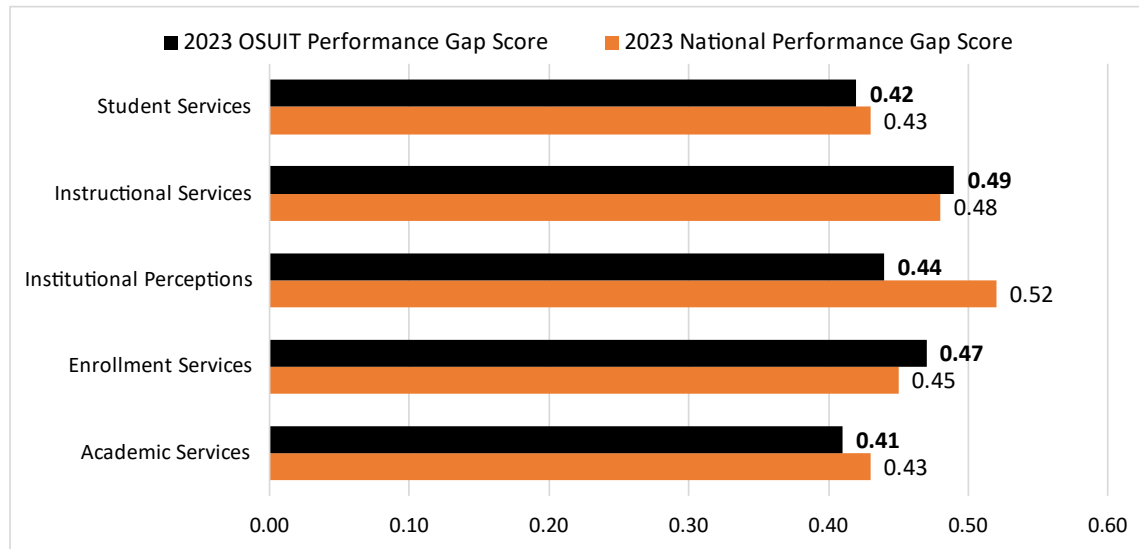
Table 2. Survey Scales 2022 vs 2023

Scale	OSUIT 2022 Average Importance	OSUIT 2022 Average Satisfaction	Performance Gap	OSUIT 2023 Average Importance	OSUIT 2023 Average Satisfaction	Performance Gap	Difference
Academic Services	6.48	6.02	0.46	6.36	5.95	0.41	0.07
Enrollment Services	6.39	5.94	0.45	6.36	5.89	0.47	0.05
Institutional Perceptions	6.47	6.11	0.36	6.40	5.96	0.44	0.15
Instructional Services	6.38	5.92	0.46	6.28	5.79	0.49	0.13
Student Services	6.34	5.95	0.39	6.30	5.88	0.42	0.07

Chart 1. Survey Scales Performance Gap Comparison
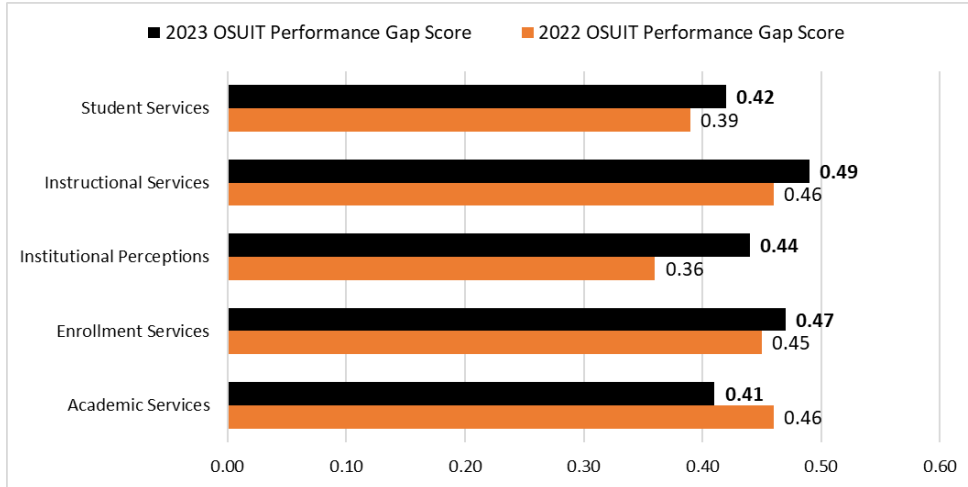
Taking these scales and drilling-down—performing an item-level analysis—allows us to identify strengths and challenges for a better understanding of how to address the needs of the OSUIT online students. The strategic planning overview that follows takes the more important items and identifies OSUIT's strengths and challenges while also benchmarking these strengths and challenges against the national comparison group.

Strengths & Challenges vs. National Comparison Group Benchmarks

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. 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.

Table 1. Strengths

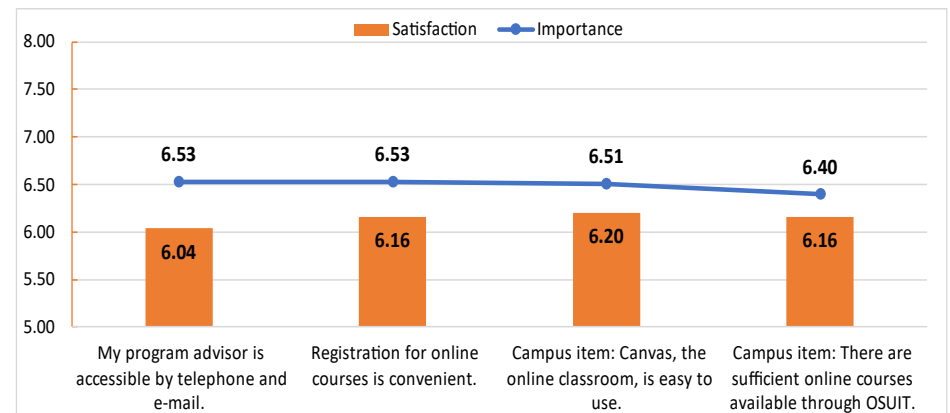| No	Item	Importance	Satisfaction	SD	Gap
2	My program advisor is accessible by telephone and e-mail.	6.53	6.04	1.49	0.49
18	Registration for online courses is convenient.	6.53	6.16	1.26	0.37
27	Campus item: Canvas, the online classroom, is easy to use.	6.51	6.2	1.23	0.31
28	Campus item: There are sufficient online courses available through OSUIT.	6.40	6.16	1.23	0.24

Chart 1. Strengths

Table 2. Challenges

No	Item	Importance	Satisfaction	SD	Gap
4	Faculty provide timely feedback about student progress.	6.48	5.84	1.36	0.64
6	Tuition paid is a worthwhile investment.	6.46	5.84	1.54	0.62
11	Student assignments are clearly defined in the syllabus.	6.47	5.91	1.35	0.56
20	The quality of online instruction is excellent.	6.50	5.56	1.7	0.94
32	Campus item: When applicable, there is sufficient additional hands-on experience in my major.	6.45	5.82	1.58	0.63
4	Faculty provide timely feedback about student progress.	6.48	5.84	1.36	0.64

Chart 2. Challenges
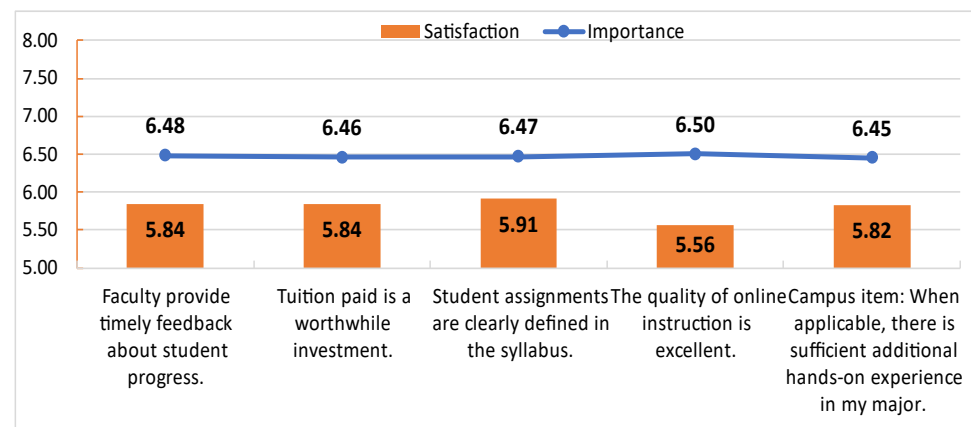
OSUIT Item Level Benchmark Comparisons

The Strategic Planning Overview also summarizes how OSUIT online learners' results compare with the national online learner group by listing items with higher satisfaction, lower satisfaction, and higher importance as "Benchmarks". This provides a quick overview to see how OSUIT student perceptions compare nationally. This list, as compiled by RNL, only includes items in the top half of OSUIT's importance ratings.

There were no results for **Higher Satisfaction vs Comparison Group**

No	Item	Imp Rank	OSUIT Importance	OSUIT Satisfaction	National Importance	National Satisfaction	Satisfaction Gap
18	Registration for online courses is convenient.	15	6.53	6.16	6.67	6.33	-0.17
23	Billing and payment procedures are convenient for me.	12	6.43	6	6.56	6.24	-0.24
11	Student assignments are clearly defined in the syllabus.	8	6.47	5.91	6.65	6.08	-0.17
10	This institution responds quickly when I request information.	6	6.38	5.87	6.58	6.07	-0.20
20	The quality of online instruction is excellent.	1	6.50	5.56	6.67	5.86	-0.30

Lower Satisfaction vs Comparison Group

Institutional Summary Items

The PSOL also includes 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. These results are compared to the national group and the results of the previous OSUIT distribution of the PSOL. The mean satisfaction was statistically significant and lower on all summary questions compared to the national group. Satisfaction was higher on two of the summary questions compared to the OSUIT 2022 PSOL, but not statistically significant.

Table 1. Summary Items: National Benchmark Comparison

Summary	Answer Description	2023 OSUIT	National Norms	Difference	SS
So far, how has your college experience met your expectations?	Average	**4.84**	**5.21**	**-0.37**	★★★
	1= Much worse than I expected	2%	2%		
	2= Quite a bit worse than I expected	2%	1%		
	3= Worse than I expected	7%	6%		
	4= About what I expected	33%	24%		
	5= Better than I expected	24%	21%		
	6= Quite a bit better than I expected	8%	15%		
	7= Much better than I expected	20%	27%		
Rate your overall satisfaction with your experience here thus far.	Average	**5.31**	**5.80**	**-0.49**	★★★
	1= Not satisfied at all	1%	1%		
	2= Not very satisfied	4%	2%		
	3= Somewhat dissatisfied	7%	5%		
	4= Neutral	14%	6%		
	5= Somewhat satisfied	14%	10%		
	6= Satisfied	31%	34%		
	7= Very satisfied	24%	38%		
All in all, if you had it to do over again, would you enroll here?	Average	**5.73**	**5.92**	**-0.19**	★
	1= Definitely not	1%	2%		
	2= Probably not	5%	3%		
	3= Maybe not	1%	3%		
	4= I don't know	10%	6%		
	5= Maybe yes	13%	7%		
	6= Probably yes	27%	25%		
	7= Definitely yes	39%	50%		

RNL only provides whole numbers for the Summary Report percentages.

★ Difference statistically significant at the .05 level, ★★★ Difference statistically significant at the .001 level

Table 2. Summary Items Year-Over-Year Comparison

Summary	Answer Description	2022 OSUIT	2023 OSUIT	Difference	SS
So far, how has your college experience met your expectations?	Average	**4.82**	**4.84**	**-0.02**	
	1= Much worse than I expected	2%	2%		
	2= Quite a bit worse than I expected	1%	2%		
	3= Worse than I expected	7%	7%		
	4= About what I expected	38%	33%		
	5= Better than I expected	20%	24%		
	6= Quite a bit better than I expected	6%	8%		
	7= Much better than I expected	23%	20%		
Rate your overall satisfaction with your experience here thus far.	Average	**5.42**	**5.31**	**0.11**	
	1= Not satisfied at all	2%	1%		
	2= Not very satisfied	5%	4%		
	3= Somewhat dissatisfied	6%	7%		
	4= Neutral	9%	14%		
	5= Somewhat satisfied	13%	14%		
	6= Satisfied	32%	31%		
	7= Very satisfied	29%	24%		
All in all, if you had it to do over again, would you enroll here?	Average	**5.78**	**5.73**	**0.05**	
	1= Definitely not	3%	1%		
	2= Probably not	2%	5%		
	3= Maybe not	3%	1%		
	4= I don't know	5%	10%		
	5= Maybe yes	10%	13%		
	6= Probably yes	33%	27%		
	7= Definitely yes	40%	39%		

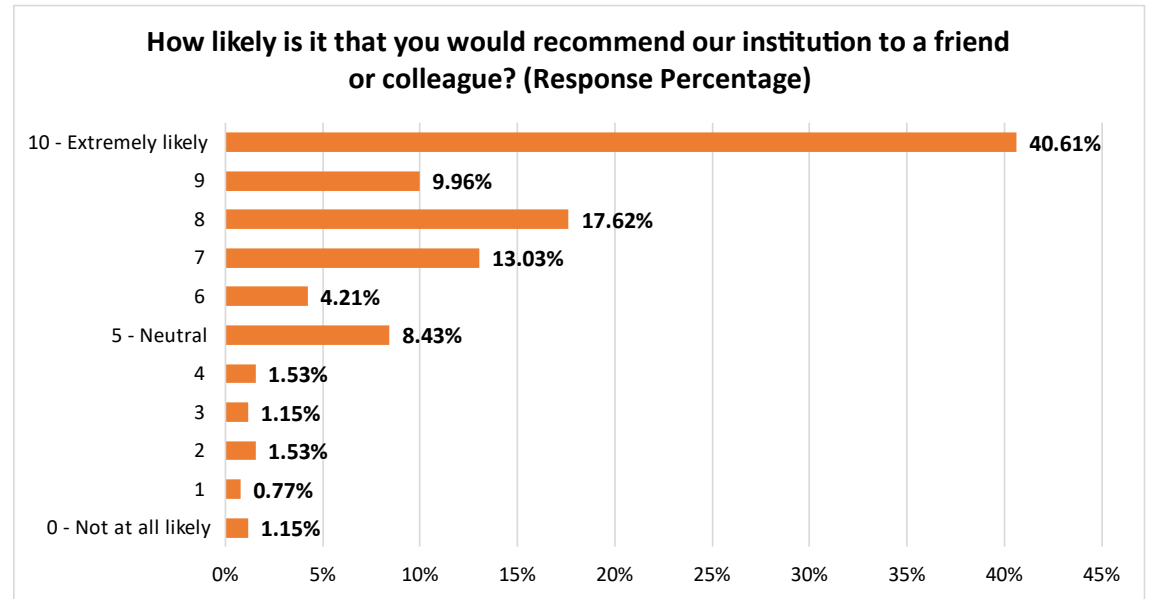RNL only provides whole numbers for the Summary Report percentages.

Recommendation Scale

In addition to the summary items, RNL includes 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. The following are the results of OSUIT's recommendation scores from the 2023 administration. Additional analysis of the Recommendation question responses, including a 5-year trend analysis, can be found in Appendix D.

Table 1. Recommandation

Rating Scale	2023	Percent of Response
0 - Not at all likely	3	1.15%
1	2	0.77%
2	4	1.53%
3	3	1.15%
4	4	1.53%
5 - Neutral	22	8.43%
6	11	4.21%
7	34	13.03%
8	46	17.62%
9	26	9.96%
10 - Extremely likely	106	40.61%
Total	261	100.00%

Chart 1. Recommandation

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

- 10 - Extremely likely: 40.61%
- 9: 9.96%
- 8: 17.62%
- 7: 13.03%
- 6: 4.21%
- 5 - Neutral: 8.43%
- 4: 1.53%
- 3: 1.15%
- 2: 1.53%
- 1: 0.77%
- 0 - Not at all likely: 1.15%

Sources of Information

In addition to the satisfaction items, the PSOL 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. Additional analysis of Sources of Information can also be found in Appendix B and C.

According to 2023 online learners at OSUIT, the top three *most important* sources of information were (in order of importance):
1. Website
2. Online Catalog
3. Recommendation from instructor and/or program advisor

The bottom three *least important*, according to students' perceptions were (in order of importance):
1. Contact with current students and / or recent graduates of the program
2. Catalog and brochures (printed)
3. Advertisements

Factors to Enroll

The PSOL includes factors students consider when deciding to enroll. These items only ask for an *importance* rating. Respondents were presented a list of eleven items to rate how important these factors were in the student's decision to enroll in online classes. Additional analysis of Factors to Enroll can be found in Appendix B and C.

According to online learners at OSUIT, the top three *most important* factors in the decision to enroll were (in order of importance):
1. Reputation of institution
2. Financial assistance available
3. Work schedule

The three *least important* factors to OSUIT online learners were (in order of importance):
1. Flexible pacing for completing a program
2. Program requirements
3. Distance from campus

Conclusions

In 2023, areas of satisfaction that had peaked in 2022 have now started to decline or level out. The impact of the COVID-19 pandemic ending has caused some items to return to levels from 2020, although over-all satisfaction has increased each year since. It's interesting to note that the lowest levels of satisfaction were in 2021, but not 2020 since the full impact of the pandemic had not yet been fully felt during that spring survey timeframe. OSUIT responses this year, as in most years, continue to reflect similar concerns as those of the national online student comparison group while also continuing to run slightly lower on satisfaction and importance.

The *Institutional Perception* scale has suddenly shot to the top of importance and satisfaction in 2023. This is magnified by *Reputation of Institution* becoming the primary *Factor to Enroll* for students. The *Source of Information* results also clearly point to reputation, word of mouth, and independently accessible OSUIT resources as being the most impactful on students and their higher education decision-making.

The addition of the aggregated response analysis of the open-ended question in Appendix D, allows the institution to make greater use of student feedback. Respondents tend to answer more positively when answering Likert and style questions, but the open-ended responses allow for more detailed and specific insights from students.

Michelle Owens
Institutional Data Analyst
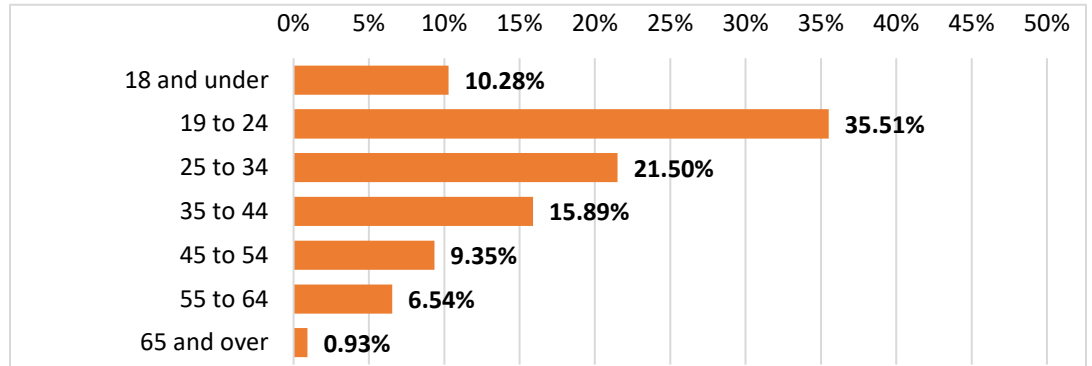OSUIT Office of Institutional Research
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Demographics

### Generic Demographics

Please note, responses under the "No Answer" category are not included in the total.

Age	Frequency	Percent
18 and under	29	10.28%
19 to 24	129	35.51%
25 to 34	40	21.50%
35 to 44	40	15.89%
45 to 54	15	9.35%
55 to 64	7	6.54%
65 and over	1	0.93%
Total	261	100.00%
No Answer	18	

Gender	Frequency	Percent
Female	82	31.30%
Male	160	61.07%
Prefer not to respond	12	4.58%
Transgender	2	0.76%
Genderqueer	3	1.15%
Additional gender category or Other	3	1.15%
Total	262	100.00%
No Answer	17	
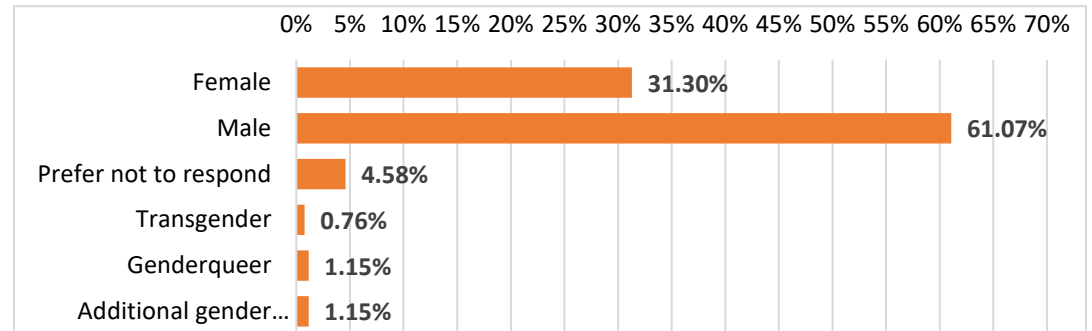
Race/Ethnicity	Frequency	Percent
Black/African-American	18	6.90%
American Indian or Alaskan Native	43	16.48%
Asian or Pacific Islander	3	1.15%
Caucasian/White	157	60.15%
Hispanic	20	7.66%
Other race	2	0.77%
Prefer not to respond	7	2.68%
Multi-racial	11	4.21%
Total	261	100.00%
No Answer	18	

Age bar chart:
- 18 and under: 10.28%
- 19 to 24: 35.51%
- 25 to 34: 21.50%
- 35 to 44: 15.89%
- 45 to 54: 9.35%
- 55 to 64: 6.54%
- 65 and over: 0.93%

Gender bar chart:
- Female: 31.30%
- Male: 61.07%
- Prefer not to respond: 4.58%
- Transgender: 0.76%
- Genderqueer: 1.15%
- Additional gender...: 1.15%

Race/Ethnicity bar chart:
- Black/African-American: 6.90%
- American Indian or...: 16.48%
- Asian or Pacific Islander: 1.15%
- Caucasian/White: 60.15%
- Hispanic: 7.66%
- Other race: 0.77%
- Prefer not to respond: 2.68%
- Multi-racial: 4.21%

Marital Status	Frequency	Percent
Single	185	68.77%
Single with children	17	6.32%
Married	26	9.67%
Married with children	38	14.13%
Prefer not to respond	3	1.12%
Total	269	100.00%
No Answer	10	
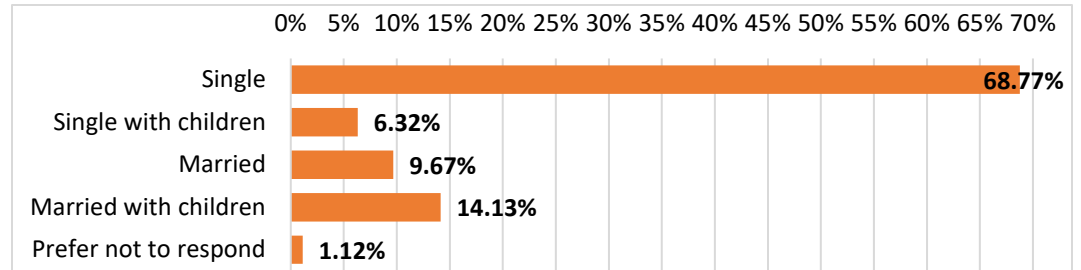
Employment	Frequency	Percent
Full-time	134	48.55%
Part-time	80	28.99%
Not employed	62	22.46%
Total	276	100.00%
No Answer	3	
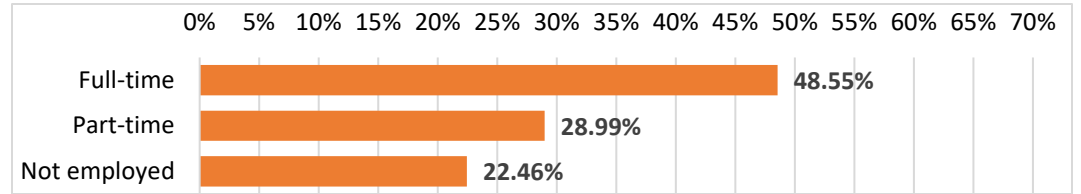
Current Residence	Frequency	Percent
Own house	84	30.55%
Rent room / apartment / house	55	20.00%
Relative's home	81	29.45%
Residence hall	50	18.18%
Other residence	5	1.82%
Total	275	100.00%
No Answer	4	
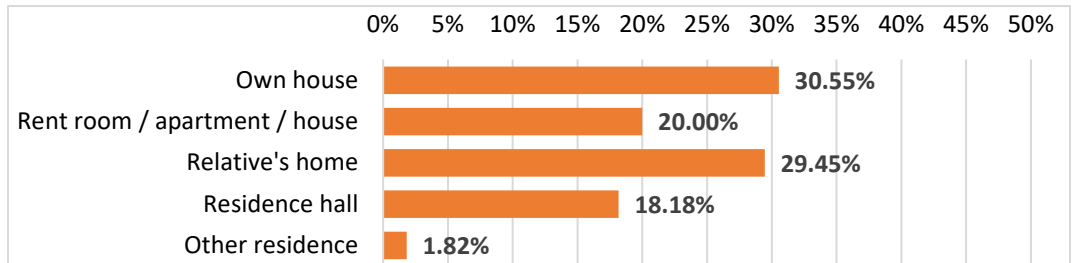
Academic & Institution Demographics

Please note, responses under the "No Answer" category are not included in the total.

Current Class Load	Frequency	Percent
Full-time	176	66.92%
Part-time	87	33.08%
Total	263	100.00%
No Answer	16	
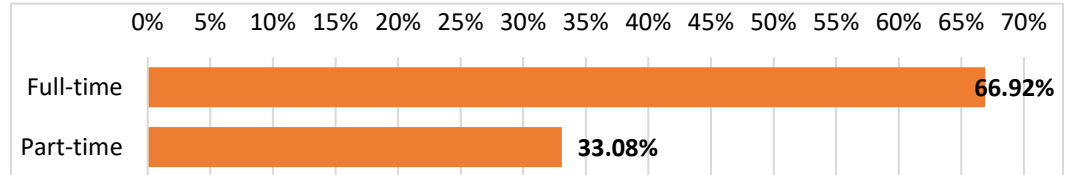
Current Enrollment Status	Frequency	Percent
Primarily online	173	65.78%
Primarily on-campus	90	34.22%
Total	263	100.00%
No Answer	16	
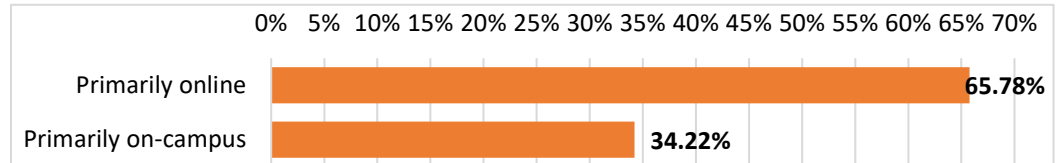
Current Online Enrollment	Frequency	Percent
1-3 credits	50	18.94%
4-6 credits	50	18.94%
7-9 credits	32	12.12%
10-12 credits	64	24.24%
13-15 credits	39	14.77%
More than 15 credits	29	10.98%
Total	264	100.00%
No Answer	15	
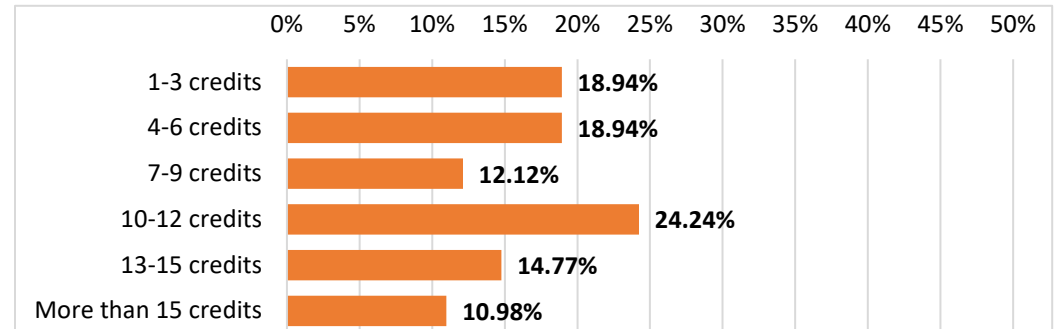
Educational Goal	Frequency	Percent
Associate's degree	129	49.05%
Bachelor's degree	107	40.68%
Master's degree	13	4.94%
Doctorate or professional degree	2	0.76%
Certification (initial or renewal)	2	0.76%
Self-improvement/pleasure	2	0.76%
Job-related training	3	1.14%
Other educational goal	5	1.90%
Total	263	100.00%
No Answer	16	
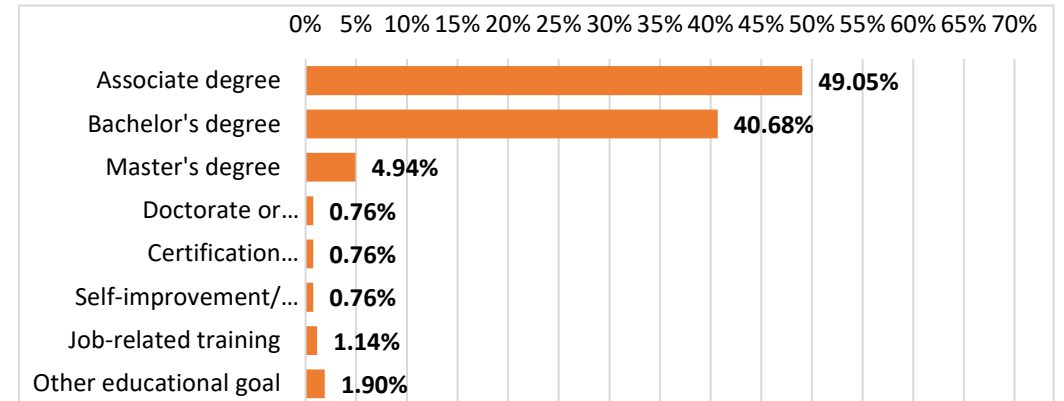
Current Plans	Frequency	Percent
Complete online degree program	122	45.35%
Complete degree on campus	91	33.83%
Transfer credits	18	6.69%
Complete this course	38	14.13%
Total	269	100.00%
No Answer	10	
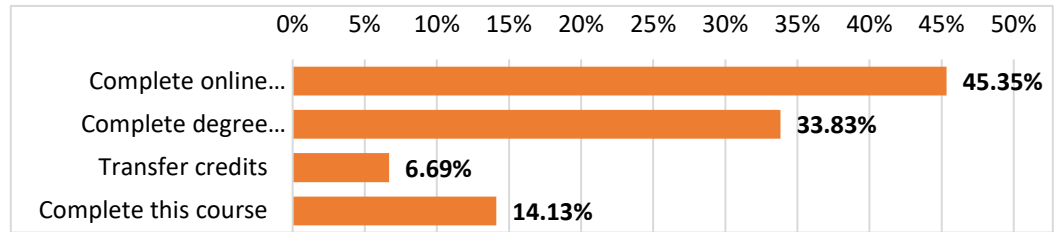
Class Level	Frequency	Percent
First year	97	36.88%
Second year	93	35.36%
Third year	27	10.27%
Fourth year	23	8.75%
Special student	1	0.38%
Graduate/Professional	6	2.28%
Other class level	16	6.08%
Total	263	100.00%
No Answer	16	
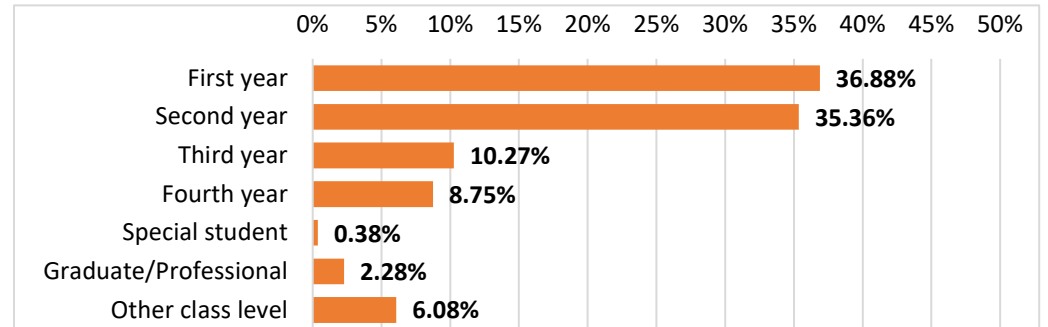
I attend most of my OSUIT classes…	Frequency	Percent
Online	174	65.66%
On-campus at OSUIT-Okmulgee	88	33.21%
At a career tech	1	0.38%
At a local high school	2	0.75%
Total	265	100.00%
No Answer	14	
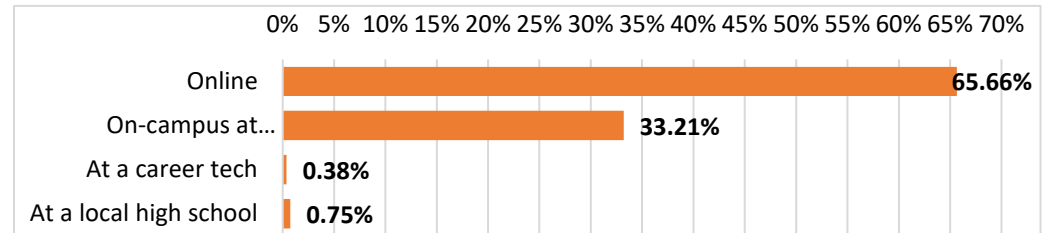
I would enroll in additional online courses	Frequency	Percent
Yes	106	40.00%
Maybe	127	47.92%
No (please explain)	32	12.08%
Total	265	100.00%
No Answer	14	
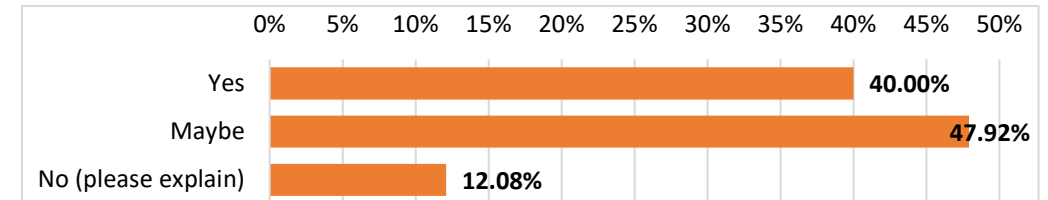
Majors & Programs

#	Majors/Programs	Frequency	Percent
9001	3D Modeling and Animation	4	1.52%
9002	Air Conditioning & Refrigeration Technology	5	1.89%
9003	Allied Health Sciences	13	4.92%
9004	Applied Technical Leadership (BT)	18	6.82%
9005	Applied Technology (AAS)	3	1.14%
9006	Business	19	7.20%
9007	CAT Dealer Prep	12	4.55%
9008	Civil Engineering/Surveying Technologies	4	1.52%
9009	Construction Technology	9	3.41%
9010	Culinary Arts	3	1.14%
9013	Engineering Graphics & Design Drafting	1	0.38%
9014	Engineering Technologies (AAS)	3	1.14%
9016	Ford ASSET	7	2.65%
9018	Graphics Design Technology	18	6.82%
9019	High Voltage Line Technician	11	4.17%
9020	Industrial Maintenance Technologies (AAS) includes Natural Gas Compression	2	0.76%
9021	Information Technologies (AAS)	16	6.06%
9022	Information Technologies (AS)	5	1.89%
9023	Information Technologies (BT)	39	14.77%
9024	Instrumentation Engineering Technologies (BT)	5	1.89%
9025	Komatsu ACT	2	0.76%
9027	Nursing	18	6.82%
9028	Pipeline Integrity Technician	3	1.14%
9029	Power Plant Technology	1	0.38%
9030	Pre-Education	5	1.89%
9031	Pre-Professional Studies	9	3.41%
9032	Pro-Tech	4	1.52%
9033	Toyota T-TEN	7	2.65%
9034	Truck Technician	5	1.89%
9035	NAEDA Agricultural Equipment Technician	2	0.76%
9777	Non-Degree Seeking	4	1.52%
9888	Undeclared	7	2.65%
	Total	264	100.00%
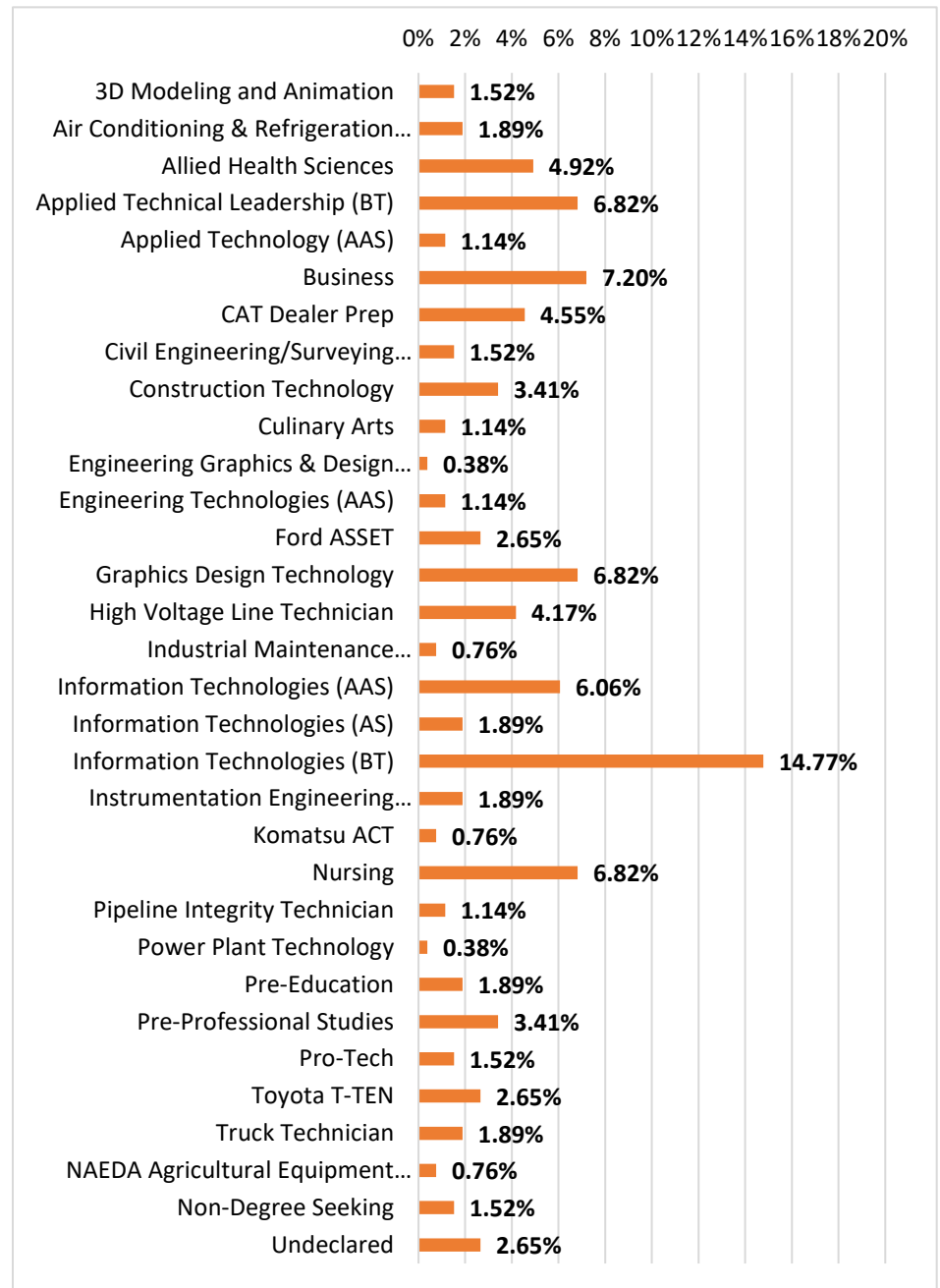
APPENDIX B

All Survey Item Level Report

Table B-1. OSUIT Item level benchmark comparison

Strength And Challenge	No	Item	2023 OSUIT Importance	2023 OSUIT Satisfaction	SD	Gap		National Importance	National Satisfaction	SD	Gap		Difference	SS
Neither	1	This institution has a good reputation.	6.35	6.06	1.27	0.29		6.44	6.11	1.22	0.33		-0.05	
Strength	2	My program advisor is accessible by telephone and e-mail.	6.53	6.04	1.49	0.49		6.52	6.17	1.35	0.35		-0.13	
Neither	3	Instructional materials are appropriate for program content.	6.51	5.98	1.31	0.53		6.65	6.06	1.26	0.59		-0.08	
Challenge	4	Faculty provide timely feedback about student progress.	6.48	5.84	1.36	0.64		6.6	5.95	1.36	0.65		-0.11	
Neither	5	My program advisor helps me work toward career goals.	6.37	5.8	1.6	0.57		6.35	5.76	1.64	0.59		0.04	
Challenge	6	Tuition paid is a worthwhile investment.	6.46	5.84	1.54	0.62		6.58	5.86	1.49	0.72		-0.02	
Neither	7	Program requirements are clear and reasonable.	6.52	6.02	1.29	0.50		6.64	6.06	1.32	0.58		-0.04	
Neither	8	Student-to-student collaborations are valuable to me.	5.22	5.38	1.67	-0.16		5.18	5.43	1.62	-0.25		-0.05	
Neither	9	Adequate financial aid is available.	6.27	5.71	1.64	0.56		6.41	5.75	1.67	0.66		-0.04	
Neither	10	This institution responds quickly when I request information.	6.38	5.87	1.5	0.51		6.58	6.07	1.38	0.51		-0.20	★
Challenge	11	Student assignments are clearly defined in the syllabus.	6.47	5.91	1.35	0.56		6.65	6.08	1.28	0.57		-0.17	★
Neither	12	There are sufficient offerings within my program of study.	6.38	5.95	1.37	0.43		6.56	6.01	1.33	0.55		-0.06	
Neither	13	The frequency of student and instructor interactions is adequate.	6.28	5.8	1.47	0.48		6.39	5.94	1.37	0.45		-0.14	
Neither	14	I receive timely information on the availability of financial aid.	6.18	5.66	1.6	0.52		6.41	5.9	1.54	0.51		-0.24	★
Neither	15	Channels are available for providing timely responses to student complaints.	6.21	5.64	1.61	0.57		6.32	5.7	1.64	0.62		-0.06	
Neither	16	Appropriate technical assistance is readily available.	6.31	6.01	1.34	0.30		6.49	6.18	1.26	0.31		-0.17	
Neither	17	Assessment and evaluation procedures are clear and reasonable.	6.29	5.89	1.34	0.40		6.56	6.11	1.25	0.45		-0.22	★★
Strength	18	Registration for online courses is convenient.	6.53	6.16	1.26	0.37		6.67	6.33	1.22	0.34		-0.17	★
Neither	19	Online career services are available.	6.14	5.78	1.52	0.36		6.17	5.91	1.45	0.26		-0.13	
Challenge	20	The quality of online instruction is excellent.	6.50	5.56	1.7	0.94		6.67	5.86	1.46	0.81		-0.30	★★
Neither	21	Adequate online library resources are provided.	6.24	5.98	1.39	0.26		6.52	6.25	1.21	0.27		-0.27	★★★

Strength And Challenge	No	Item												
Neither	22	I am aware of whom to contact for questions about programs and services.	6.40	5.91	1.38	0.49		6.51	5.97	1.47	0.54		-0.06	
Neither	23	Billing and payment procedures are convenient for me.	6.43	6	1.32	0.43		6.56	6.24	1.27	0.32		-0.24	★★
Neither	24	Tutoring services are readily available for online courses.	6.14	5.8	1.55	0.34		6.18	5.83	1.56	0.35		-0.03	
Neither	25	Faculty are responsive to student needs.	6.46	5.97	1.3	0.49		6.65	6.05	1.36	0.6		-0.08	
Neither	26	The bookstore provides timely service to students.	6.34	6.18	1.18	0.16		6.33	6.13	1.32	0.2		0.05	

SD = Standard Deviation

★ Difference statistically significant at the .05 level, ★★ Difference statistically significant at the .01 level, ★★★ Difference statistically significant at the .001 level

Table B-2. OSUIT Source and Factor Item level benchmark comparison

Strength And Challenge	No	Item	2023 OSUIT Importance		National Importance
Neither	37	Source of information: Catalog and brochures (printed)	5.57		5.2
Neither	38	Source of information: Catalog (online)	6.17		6.3
Neither	39	Source of information: College representatives	5.91		5.75
Neither	40	Source of information: Web site	6.33		6.49
Neither	41	Source of information: Advertisements	5.19		4.86
Neither	42	Source of information: Recommendation from instructor or program advisor	6.16		6.1
Neither	43	Source of information: Contact with current students and / or recent graduates of the program	5.85		5.55
Neither	44	Factor to enroll: Ability to transfer credits	6.29		6.27
Neither	45	Factor to enroll: Cost	6.35		6.4
Neither	46	Factor to enroll: Financial assistance available	6.17		6.25
Neither	47	Factor to enroll: Future employment opportunities	6.44		6.24
Neither	48	Factor to enroll: Reputation of institution	6.16		6.3
Neither	49	Factor to enroll: Work schedule	6.28		6.54
Neither	50	Factor to enroll: Flexible pacing for completing a program	6.33		6.58
Neither	51	Factor to enroll: Convenience	6.36		6.62
Neither	52	Factor to enroll: Distance from campus	5.70		5.51
Neither	53	Factor to enroll: Program requirements	6.15		6.38
Neither	54	Factor to enroll: Recommendations from employer	5.73		5.32

Table B-3. OSUIT Item level year-over-year comparison

No	Item	2022 OSUIT Importance	2022 OSUIT Satisfaction	SD	Gap		2023 OSUIT Importance	2023 OSUIT Satisfaction	SD	Gap		Difference	SS
1	This institution has a good reputation.	6.42	6.26	0.98	0.16		6.35	6.06	1.27	0.29		0.20	
2	My program advisor is accessible by telephone and e-mail.	6.64	6.28	1.23	0.36		6.53	6.04	1.49	0.49		0.24	
3	Instructional materials are appropriate for program content.	6.65	6.13	1.1	0.52		6.51	5.98	1.31	0.53		0.15	
4	Faculty provide timely feedback about student progress.	6.54	6.01	1.3	0.53		6.48	5.84	1.36	0.64		0.17	
5	My program advisor helps me work toward career goals.	6.5	6.02	1.37	0.48		6.37	5.8	1.6	0.57		0.22	
6	Tuition paid is a worthwhile investment.	6.54	5.93	1.52	0.61		6.46	5.84	1.54	0.62		0.09	
7	Program requirements are clear and reasonable.	6.65	6.09	1.37	0.56		6.52	6.02	1.29	0.50		0.07	
8	Student-to-student collaborations are valuable to me.	5.28	5.6	1.48	-0.32		5.22	5.38	1.67	-0.16		0.22	
9	Adequate financial aid is available.	6.12	5.74	1.43	0.38		6.27	5.71	1.64	0.56		0.03	
10	This institution responds quickly when I request information.	6.33	5.98	1.41	0.35		6.38	5.87	1.5	0.51		0.11	
11	Student assignments are clearly defined in the syllabus.	6.54	6.01	1.4	0.53		6.47	5.91	1.35	0.56		0.10	
12	There are sufficient offerings within my program of study.	6.65	6.03	1.32	0.62		6.38	5.95	1.37	0.43		0.08	
13	The frequency of student and instructor interactions is adequate.	6.47	5.96	1.48	0.51		6.28	5.8	1.47	0.48		0.16	
14	I receive timely information on the availability of financial aid.	6.32	5.73	1.65	0.59		6.18	5.66	1.6	0.52		0.07	
15	Channels are available for providing timely responses to student complaints.	6.3	5.71	1.59	0.59		6.21	5.64	1.61	0.57		0.07	
16	Appropriate technical assistance is readily available.	6.29	5.87	1.5	0.42		6.31	6.01	1.34	0.30		-0.14	
17	Assessment and evaluation procedures are clear and reasonable.	6.41	5.98	1.33	0.43		6.29	5.89	1.34	0.40		0.09	
18	Registration for online courses is convenient.	6.56	6.11	1.35	0.45		6.53	6.16	1.26	0.37		-0.05	
19	Online career services are available.	6.23	5.84	1.44	0.39		6.14	5.78	1.52	0.36		0.06	
20	The quality of online instruction is excellent.	6.45	5.58	1.72	0.87		6.5	5.56	1.7	0.94		0.02	
21	Adequate online library resources are provided.	6.17	5.95	1.39	0.22		6.24	5.98	1.39	0.26		-0.03	
22	I am aware of whom to contact for questions about programs and services.	6.45	5.9	1.56	0.55		6.4	5.91	1.38	0.49		-0.01	
23	Billing and payment procedures are convenient for me.	6.55	6.17	1.41	0.38		6.43	6	1.32	0.43		0.17	
24	Tutoring services are readily available for online courses.	6.41	5.84	1.61	0.57		6.14	5.8	1.55	0.34		0.04	
25	Faculty are responsive to student needs.	6.67	6.08	1.34	0.59		6.46	5.97	1.3	0.49		0.11	
26	The bookstore provides timely service to students.	6.4	6.32	1.19	0.08		6.34	6.18	1.18	0.16		0.14	

SD = Standard Deviation

Table B-4. OSUIT Campus Item level year-over-year comparison

No	Item	2022 OSUIT Importance	2022 OSUIT Satisfaction	SD	Gap		2023 OSUIT Importance	2023 OSUIT Satisfaction	SD	Gap		Difference	SS
27	Campus item: Canvas, the online classroom, is easy to use.	6.69	6.42	1.00	0.27		6.51	6.2	1.23	0.31		0.22	
28	Campus item: There are sufficient online courses available through OSUIT.	6.53	5.97	1.32	0.56		6.4	6.16	1.23	0.24		-0.19	
29	Campus item: There are sufficient online programs/majors available through OSUIT.	6.45	6.12	1.14	0.33		6.34	6.08	1.24	0.26		0.04	
30	Campus item: There are sufficient hybrid/blended courses available at OSUIT incorporating a mix of online and in-class instruction.	5.95	6.09	1.41	-0.14		5.95	5.87	1.58	0.08		0.22	
31	Campus item: At OSUIT, choices are available for taking classes either face-to-face or online.	6.46	6.18	1.45	0.28		6.37	6.06	1.46	0.31		0.12	
32	Campus item: When applicable, there is sufficient additional hands-on experience in my major.	6.55	6.06	1.38	0.49		6.45	5.82	1.58	0.63		0.24	

SD = Standard Deviation

Table B-5. OSUIT Source and Factor Item level year-over-year comparison

No	Item	2022 OSUIT Importance		2023 OSUIT Importance
37	Source of information: Catalog and brochures (printed)	5.9		5.57
38	Source of information: Catalog (online)	6.41		6.17
39	Source of information: College representatives	6.22		5.91
40	Source of information: Web site	6.48		6.33
41	Source of information: Advertisements	5.51		5.19
42	Source of information: Recommendation from instructor or program advisor	6.39		6.16
43	Source of information: Contact with current students and / or recent graduates of the program	5.8		5.85
44	Factor to enroll: Ability to transfer credits	6.33		6.29
45	Factor to enroll: Cost	6.47		6.35
46	Factor to enroll: Financial assistance available	6.2		6.17
47	Factor to enroll: Future employment opportunities	6.56		6.44
48	Factor to enroll: Reputation of institution	6.31		6.16
49	Factor to enroll: Work schedule	6.44		6.28
50	Factor to enroll: Flexible pacing for completing a program	6.49		6.33
51	Factor to enroll: Convenience	6.45		6.36
52	Factor to enroll: Distance from campus	5.6		5.7
53	Factor to enroll: Program requirements	6.31		6.15
54	Factor to enroll: Recommendations from employer	5.74		5.73

APPENDIX C:

OSUIT Five-Year Item Report (2019-2023)

Table C-1. Items by Mean Satisfaction

#	Items by Mean Satisfaction	2019	2020	2021	2022	2023	5-Year Mean Satisfaction
1	This institution has a good reputation	6.00	5.88	5.94	6.26	6.06	6.03
2	My program advisor is accessible by telephone and e-mail	6.15	5.96	6.19	6.28	6.04	6.12
3	Instructional materials are appropriate for program content	5.91	5.98	5.82	6.13	5.98	5.96
4	Faculty provide timely feedback about student progress	5.80	5.84	5.73	6.01	5.84	5.84
5	My program advisor helps me work toward career goals	5.83	5.77	5.65	6.02	5.80	5.81
6	Tuition paid is a worthwhile investment	5.80	5.78	5.53	5.93	5.84	5.78
7	Program requirements are clear and reasonable	6.04	5.96	5.75	6.09	6.02	5.97
8	Student-to-student collaborations are valuable to me	5.45	5.47	5.32	5.60	5.38	5.44
9	Adequate financial aid is available	5.59	5.85	5.79	5.74	5.71	5.74
10	This institution responds quickly when I request information	5.63	5.73	5.72	5.98	5.87	5.79
11	Student assignments are clearly defined in the syllabus	5.85	5.96	5.88	6.01	5.91	5.92
12	There are sufficient offerings within my program of study	5.89	5.93	5.73	6.03	5.95	5.91
13	The frequency of student and instructor interactions is adequate	5.94	5.88	5.45	5.96	5.80	5.81
14	I receive timely information on the availability of financial aid	5.65	5.73	5.72	5.73	5.66	5.70
15	Channels are available for providing timely responses to student complaints	5.41	5.51	5.41	5.71	5.64	5.54
16	Appropriate technical assistance is readily available	5.71	5.79	5.59	5.87	6.01	5.79
17	Assessment and evaluation procedures are clear and reasonable	5.97	5.94	5.86	5.98	5.89	5.93
18	Registration for online courses is convenient	6.18	6.04	6.10	6.11	6.16	6.12
19	Online career services are available	5.70	5.72	5.63	5.84	5.78	5.73
20	The quality of online instruction is excellent	5.50	5.74	5.03	5.58	5.56	5.48
21	Adequate online library resources are provided	5.90	5.87	5.78	5.95	5.98	5.90
22	I am aware of whom to contact for questions about programs and services	5.78	5.78	5.79	5.90	5.91	5.83
23	Billing and payment procedures are convenient for me	6.08	5.96	6.05	6.17	6.00	6.05
24	Tutoring services are readily available for online courses	5.62	5.77	5.62	5.84	5.80	5.73
25	Faculty are responsive to student needs	5.82	5.78	5.67	6.08	5.97	5.86
26	The bookstore provides timely service to students	6.09	6.11	6.35	6.32	6.18	6.21

Table C-2. Campus Items by Mean Satisfaction

| #	Campus Item: Items by Mean Satisfaction	2019	2020	2021	2022	2023	5-Year Mean Satisfaction
27	Brightspace, the online classroom, is easy to use	6.02	6.16	6.26	6.42	6.20	6.21
28	There are sufficient online courses available through OSUIT	6.11	5.97	6.08	5.97	6.16	6.06
29	There are sufficient online programs/majors available through OSUIT	5.89	5.96	6.07	6.12	6.08	6.02
30	There are sufficient hybrid/blended courses available incorporating a mix of online and in-class instruction	5.92	5.84	5.88	6.09	5.87	5.92
31	At OSUIT, choices are available for taking classes either face-to-face or online	6.15	5.95	5.44	6.18	6.06	5.96
32	When applicable, there is sufficient additional hands-on experience in my major	6.03	5.94	5.66	6.26	5.82	5.94

Graph C-1. Campus Items 5-Year Trend

Campus Items: Mean Satisfaction 5-Year Trend
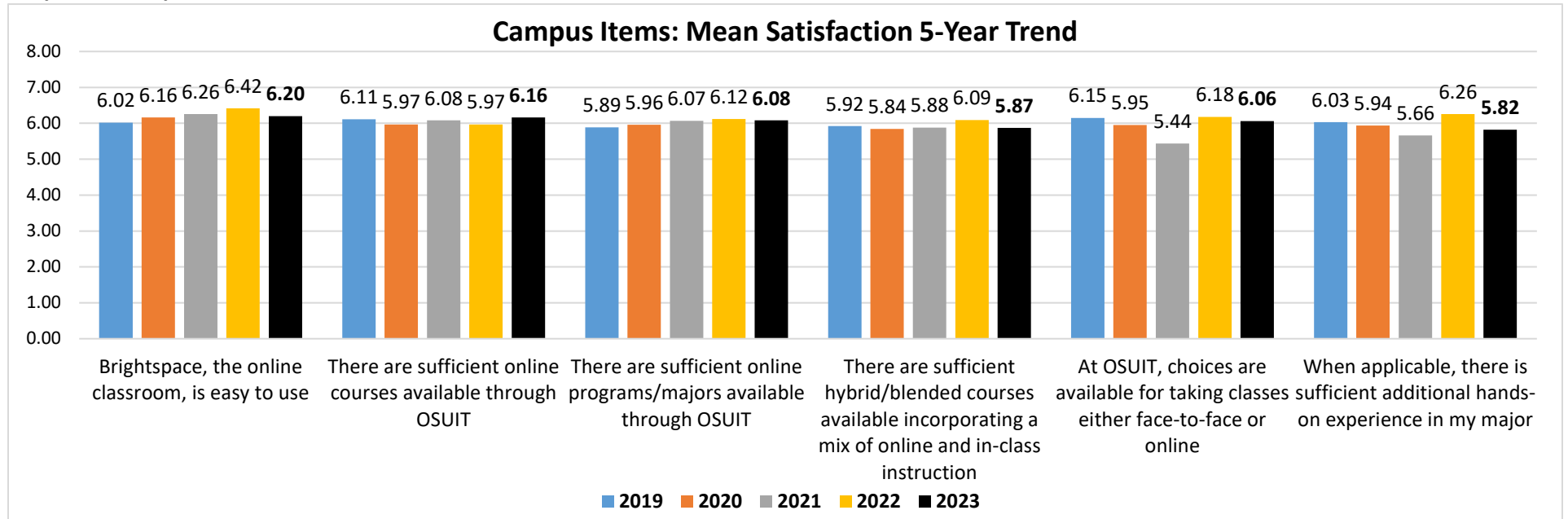
Table C-2. Summary Items

Summary Items	2019	2020	2021	2022	2023	5 Year Average
So far, how has your college experience met your expectations?	4.82	4.85	4.47	4.82	4.84	4.76
Rate your overall satisfaction with your experience here thus far.	5.14	5.29	4.91	5.42	5.31	5.21
All in all, if you had to do it over, would you enroll here again?	5.55	5.66	5.58	5.78	5.73	5.66

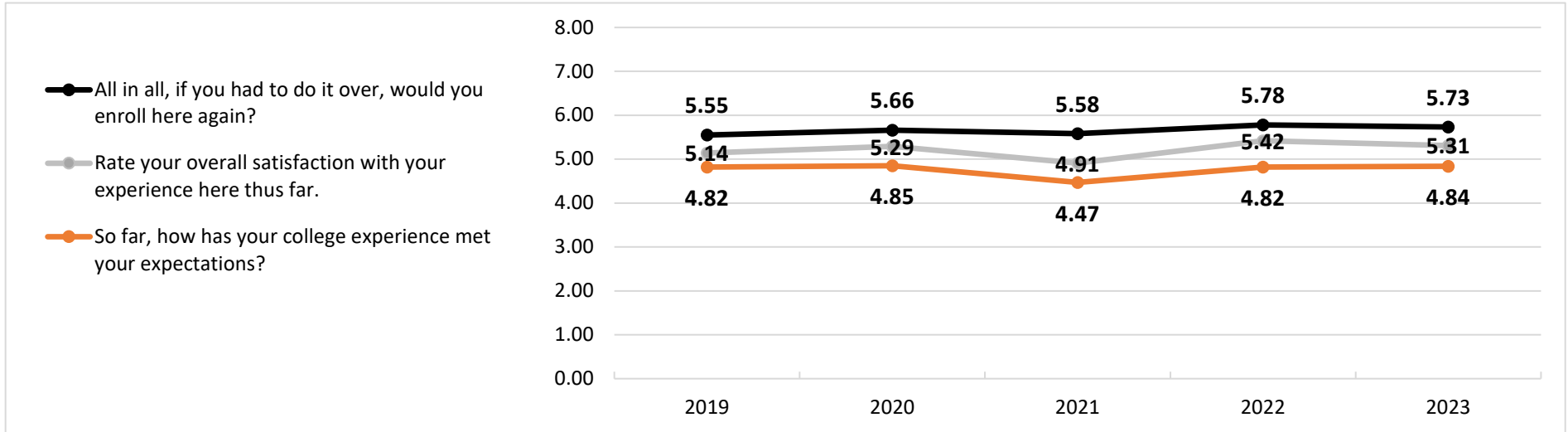**Graph C-2. Summary Items 5-Year Trend**

Table C-3. Importance: Sources of Information 5- Year Trend

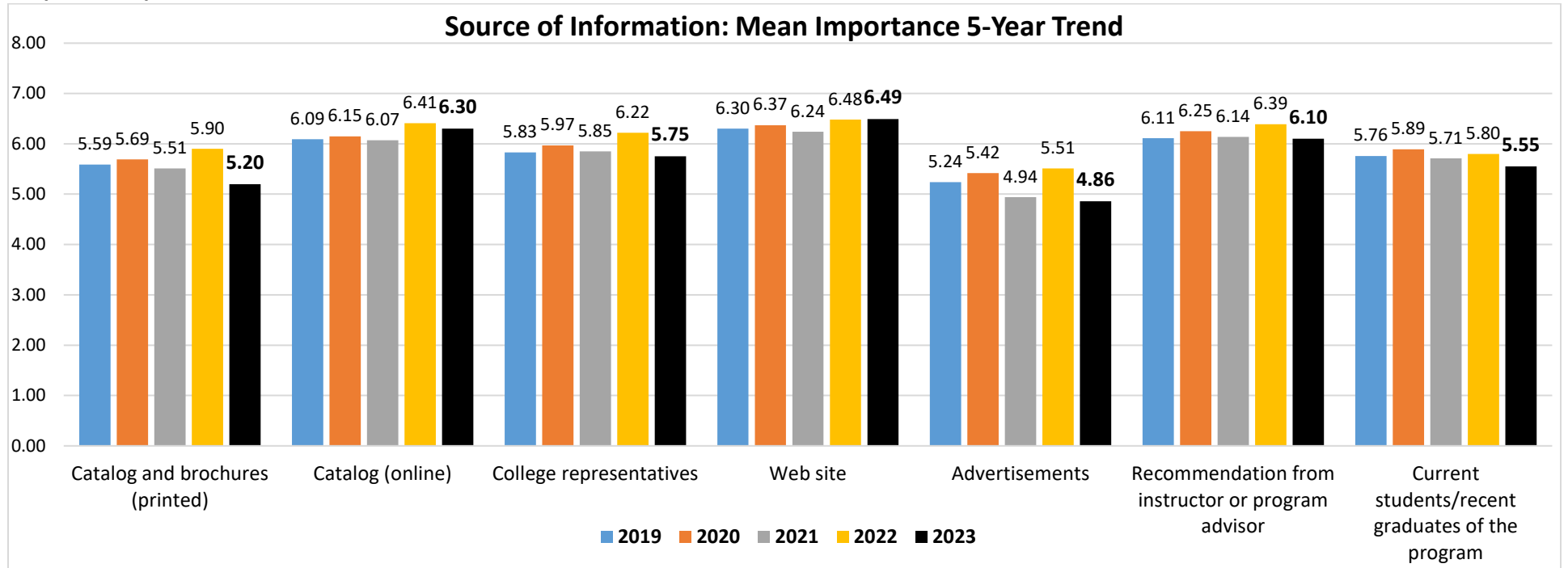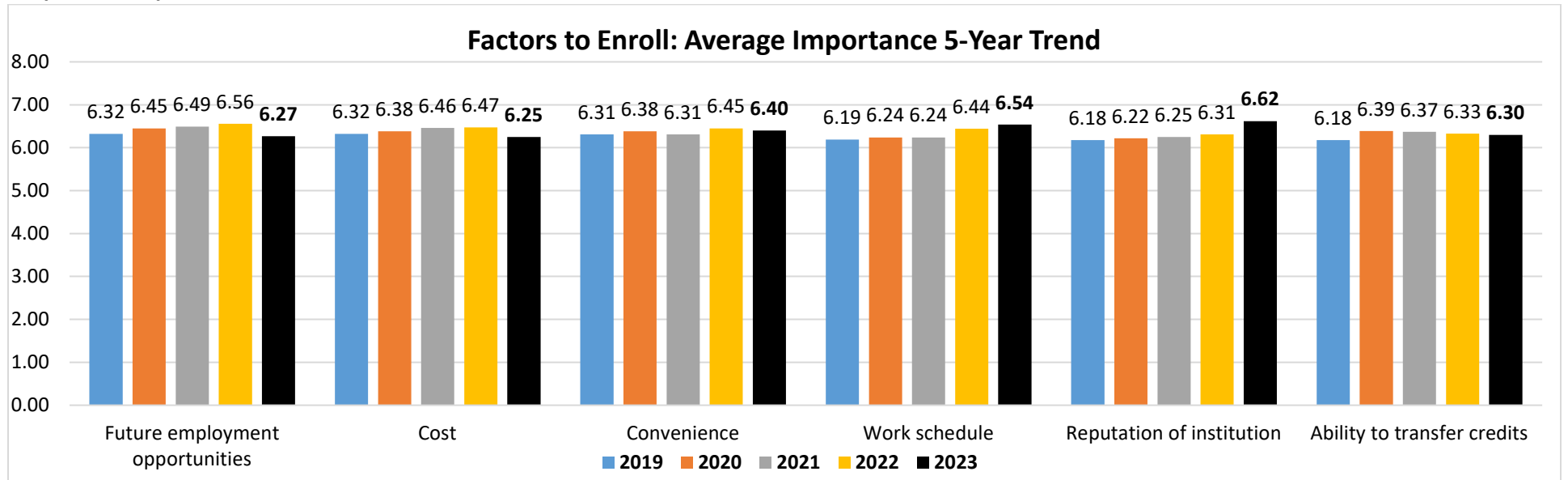| #	Importance: Source of Information	2019	2020	2021	2022	2023	5-Year average
37	Catalog and brochures (printed)	5.59	5.69	5.51	5.90	5.20	5.58
38	Catalog (online)	6.09	6.15	6.07	6.41	6.30	6.20
39	College representatives	5.83	5.97	5.85	6.22	5.75	5.92
40	Web site	6.30	6.37	6.24	6.48	6.49	6.38
41	Advertisements	5.24	5.42	4.94	5.51	4.86	5.19
42	Recommendation from instructor or program advisor	6.11	6.25	6.14	6.39	6.10	6.20
43	Contact with current students and / or recent graduates of the program	5.76	5.89	5.71	5.80	5.55	5.74

Graph C-3. Importance: Sources of Information 5- Year Trend

Source of Information: Mean Importance 5-Year Trend

Legend: 2019 2020 2021 2022 2023

Catalog and brochures (printed): 5.59, 5.69, 5.51, 5.90, **5.20**
Catalog (online): 6.09, 6.15, 6.07, 6.41, **6.30**
College representatives: 5.83, 5.97, 5.85, 6.22, **5.75**
Web site: 6.30, 6.37, 6.24, 6.48, **6.49**
Advertisements: 5.24, 5.42, 4.94, 5.51, **4.86**
Recommendation from instructor or program advisor: 6.11, 6.25, 6.14, 6.39, **6.10**
Current students/recent graduates of the program: 5.76, 5.89, 5.71, 5.80, **5.55**

Table C-4. Importance: Factors to Enroll 5- Year Trend

#	Importance: Factors to Enroll	2019	2020	2021	2022	2023	5-Year Average Importance
47	Future employment opportunities	6.32	6.45	6.49	6.56	6.27	6.42
45	Cost	6.32	6.38	6.46	6.47	6.25	6.38
51	Convenience	6.31	6.38	6.31	6.45	6.40	6.37
49	Work schedule	6.19	6.24	6.24	6.44	6.54	6.33
48	Reputation of institution	6.18	6.22	6.25	6.31	6.62	6.32
44	Ability to transfer credits	6.18	6.39	6.37	6.33	6.30	6.31
50	Flexible pacing for completing a program	6.14	6.27	6.36	6.49	6.24	6.30
46	Financial assistance available	6.21	6.18	6.30	6.20	6.58	6.29
53	Program requirements	6.25	6.22	6.25	6.31	5.51	6.11
54	Recommendations from employer	5.77	5.77	5.82	5.74	6.38	5.90
52	Distance from campus	5.81	5.87	5.70	5.60	5.32	5.66

Graph C-4a. Importance: Factors to Enroll 5- Year Trend

Factors to Enroll: Average Importance 5-Year Trend

Factor	2019	2020	2021	2022	2023
Future employment opportunities	6.32	6.45	6.49	6.56	6.27
Cost	6.32	6.38	6.46	6.47	6.25
Convenience	6.31	6.38	6.31	6.45	6.40
Work schedule	6.19	6.24	6.24	6.44	6.54
Reputation of institution	6.18	6.22	6.25	6.31	6.62
Ability to transfer credits	6.18	6.39	6.37	6.33	6.30

Graph C-4b. Importance: Factors to Enroll 5- Year Trend

Factors to Enroll: Mean Importance 5-Year Trend Continued

Factor	2019	2020	2021	2022	2023
Flexible pacing for completing a program	6.14	6.27	6.36	6.49	6.24
Financial assistance available	6.21	6.18	6.30	6.20	6.58
Program requirements	6.25	6.22	6.25	6.31	5.51
Recommendations from employer	5.77	5.77	5.82	5.74	6.38
Distance from campus	5.81	5.87	5.70	5.60	5.32
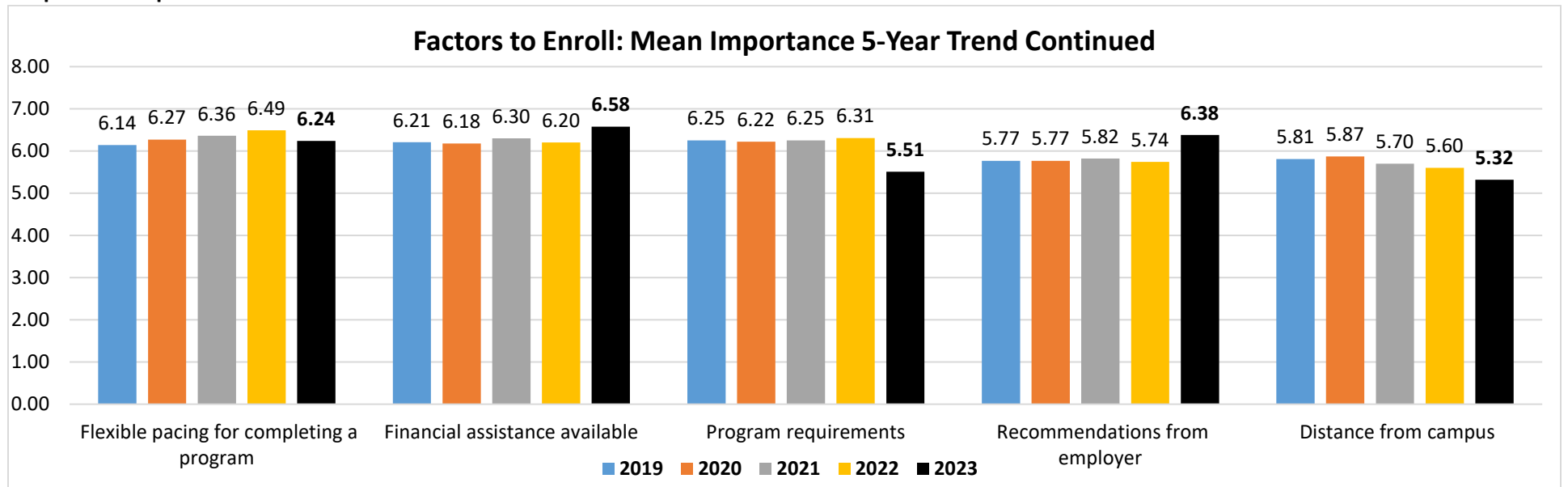
APPENDIX D:

Recommendation Question

As part of the 2023 PSOL an additional question was included to assess whether students would recommend OSUIT to others. The question provided Likert response options of one through ten. Students were given the option of writing additional comments and were provided with a textbox to type their open-ended answer. From the 1,662 students in the sample, there were 261 responses to this question, resulting in a 15.50 percent response rate.

Table D-1. Recommendation Question

Would you recommend OSUIT?	Response Count	Percent of Total Responses
0 - Not at all likely	3	1.15%
1	2	0.77%
2	4	1.53%
3	3	1.15%
4	4	1.53%
5 - Neutral	22	8.43%
6	11	4.21%
7	34	13.03%
8	46	17.62%
9	26	9.96%
10 - Extremely likely	106	40.61%
Total	261	100.00%

Graph D-1. Recommendation Question
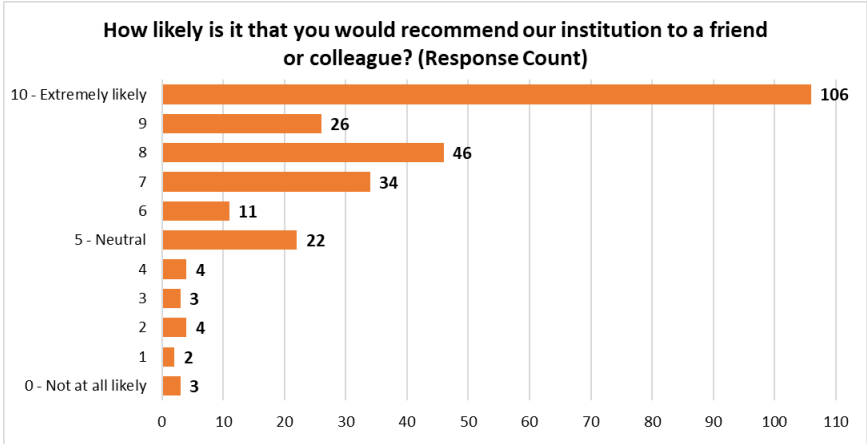
Table D-2. Recommendation Question 5-Year Trend

Rating Scale	2018	2019	2020	2021	2022
0 - Not at all likely	7	11	9	11	1
1	2	1	0	3	0
2	1	4	2	3	1
3	2	3	3	6	1
4	5	3	4	2	2
5 - Neutral	20	25	34	16	5
6	11	14	13	13	4
7	28	25	24	24	13
8	53	56	47	36	23
9	28	27	33	21	11
10 - Extremely likely	140	121	113	96	42
Mean response	8.31	7.98	7.97	7.78	9.27

**Graph D-2. Recommendation Question 5-Year Trend**
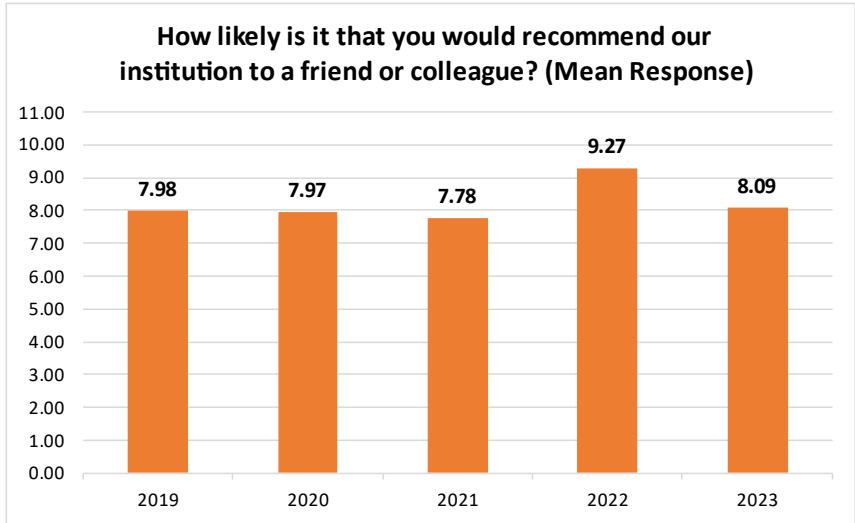
Open-Ended Comment Analysis

A total of 149 students left a comment or placed a something in the comment box. Some students who chose not to respond to the Recommendation question, still left a comment. Comments were analyzed for response sentiment and the aggregated results are shown as a table and chart. Comments designated as N/A were excluded from this analysis. Sentiment was broken down into five types; Negative (no positive references at all), Mostly Negative (primarily negative with a few positive references), Neutral (meets satisfaction with no explanation), Mostly Positive (primarily positive with a few negative references), and Positive (no negative references at all).

Table D-3. Comment Sentiment

Sentiment	Count	Percent
Negative	46	35.38%
Mostly Negative	21	16.15%
Neutral	9	6.92%
Mostly Positive	9	6.92%
Positive	17	13.08%
Grand Total	130	100.00%

Chart. D-3. Comment Sentiment
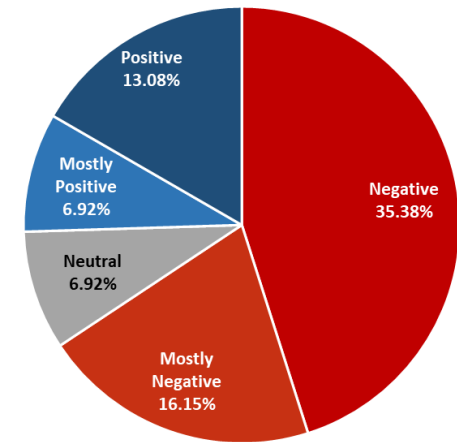
Student comments were also sorted by thematically by subject and keyword. The sum of all the comments organized by theme does not equal that of the number of comments since many comments fall under multiple themes.

Table D-4. Comment Themes

Theme	Comment Count
Course Structure (includes syllabus, resources, course content, deadlines, assignments)	69
Learning Outcomes (includes quizzes, degrees, credentials, tests, course goals)	42
General Positive (Minimal or no explanation)	27
Online Learning (includes devices, platform, general comments about online classes)	26
N/A or No Feedback	23
Online Course Delivery (includes pacing, format, content, instructor methods)	19
Educational Expenses (includes financial aid, loans, grants, scholarships, tuition, fees, bursar)	17
Instructional Environment (includes academic experience)	15
Instructor - Instructor Connection (includes feedback, relationship, support, communication)	11
Student Engagement and Involvement (includes motivation, workload, participation, emotional impact)	10
General Negative (Minimal or no explanation)	4
On-Campus Life (includes resources and facilities)	3

Chart D-4. Comment Themes