Priorities Survey for Online Learners

June 2019

Oklahoma State University Institute of Technology
Okmulgee, Oklahoma

Office of Institutional Research

Executive Summary

Results for the spring 2019 administration of the Priorities Survey for Online Learners (PSOL) lessened from the higher than expected ratings observed in spring 2018. Last year's overall positive results were likely an artifact of some unknown historic and/or regional effect creating a general positive attitude among online students at OSUIT. However, the effect was evidenced generally with higher importance ratings observed as well; remember that the level of importance provides context for the level of satisfaction. Consider, though, that the increase in satisfaction in spring 2018 was reproduced in other OSUIT reports as well and was not limited to just online students. Whatever the effect, it has moderated somewhat in the 2019 PSOL results.

OSUIT's strengths in 2019 reflect a general satisfaction by online learners in the following areas:

- Sufficient additional hands-on experience, when applicable
- Program requirements that are clear and reasonable
- Choices are available for taking classes face-to-face or online
- Registration for online courses is convenient
- Program advisors are accessible by phone or email
- Number of online course offerings at OSUIT is sufficient
- Convenience of billing and payment procedures

OSUIT Challenges focus more specifically on the following, primarily in *Instructional Services*:

- Faculty are responsive to student needs
- Quality of online instruction is excellent
- Faculty provide timely feedback about student progress
- Tuition paid is a worthwhile investment

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. In most cases, differences in satisfaction between OSUIT online learners and the national comparison group were not statistically significant. However, OSUIT online students did report lower satisfaction than the national group in the following areas:

- Faculty are responsive to student needs
- Registration for online courses is convenient
- Student assignments are clearly defined in the syllabus
- Quality of online instruction is excellent

When considering enrollment at OSUIT, the most important factors for online students include *convenience, program requirements, and work schedule.* As for sources of information used in making the decision to attend OSUIT, the *website*, *online catalog*, and *recommendation from instructor or program advisor* received the highest importance ratings.

Introduction

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

Sample Selection, Notification and Administration

All OSUIT students taking an online or hybrid class during spring semester 2019 with an active email address were invited to take part in the PSOL. This is the fifth administration of this survey at OSUIT. The PSOL administration ran from February 5 through April 18, 2019. Email addresses were sent to Ruffalo Noel Levitz; the invitation and 13 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 1,079 students invited to participate, 296 online students completed the PSOL for a 27.4% 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 national group results for 2019 were based on 126,748 responses gathered over the three-year period.

Demographics

Participants in the 2019 sample were 51.8 percent male, 48.2 percent female. Only 24 participants (9.1%) were age 18 or under; 42.8 percent were 19-24; 22.4 percent were 25-34; 13.3 percent were 35-44; 12.5 percent were over 45 years of age. The racial identity of students at OSUIT was 62.6 percent White; 16.4 percent were American Indian/Alaskan Native, 8.4 percent were Black/African American, 5.1 percent were Hispanic, 2.6 percent were Asian or Pacific Islander, and another 3.6 percent chose "Prefer not to respond". Full-time enrollment for this sample was 77.2 percent. Educational goals for this sample included 38.6 percent who planned to pursue or are pursuing a Bachelor's degree, 46.6 percent were seeking an Associate degree and 10.9 percent plan to pursue an advanced degree. Many were working (65.6%) while taking classes with 38.2 percent employed full-time. For complete demographic information included in the report from Ruffalo Noel Levitz, see Appendix A.

Instrument

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

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

The difference on satisfaction ratings between online students at OSUIT in 2019 versus 2018 was not statistically significant. Compared to the national group, however, two of the five scales revealed satisfaction lower than that of the national group at statistically significant levels. Online learners at OSUIT reported lower satisfaction for *Enrollment Services* than did the national group ($p < .01$), and *Student Services* elicited lower satisfaction ratings as well ($p < .01$). The other three scales—*Academic Services, 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. Taking these scales and drilling-down— performing an item-level analysis— identified strengths and challenges for a better understanding of how to address the needs of the OSUIT online students.

Strategic Planning Overview

The Strategic Planning Overview identifies the areas that matter most to online learners at OSUIT, where their expectations are being met, and 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.

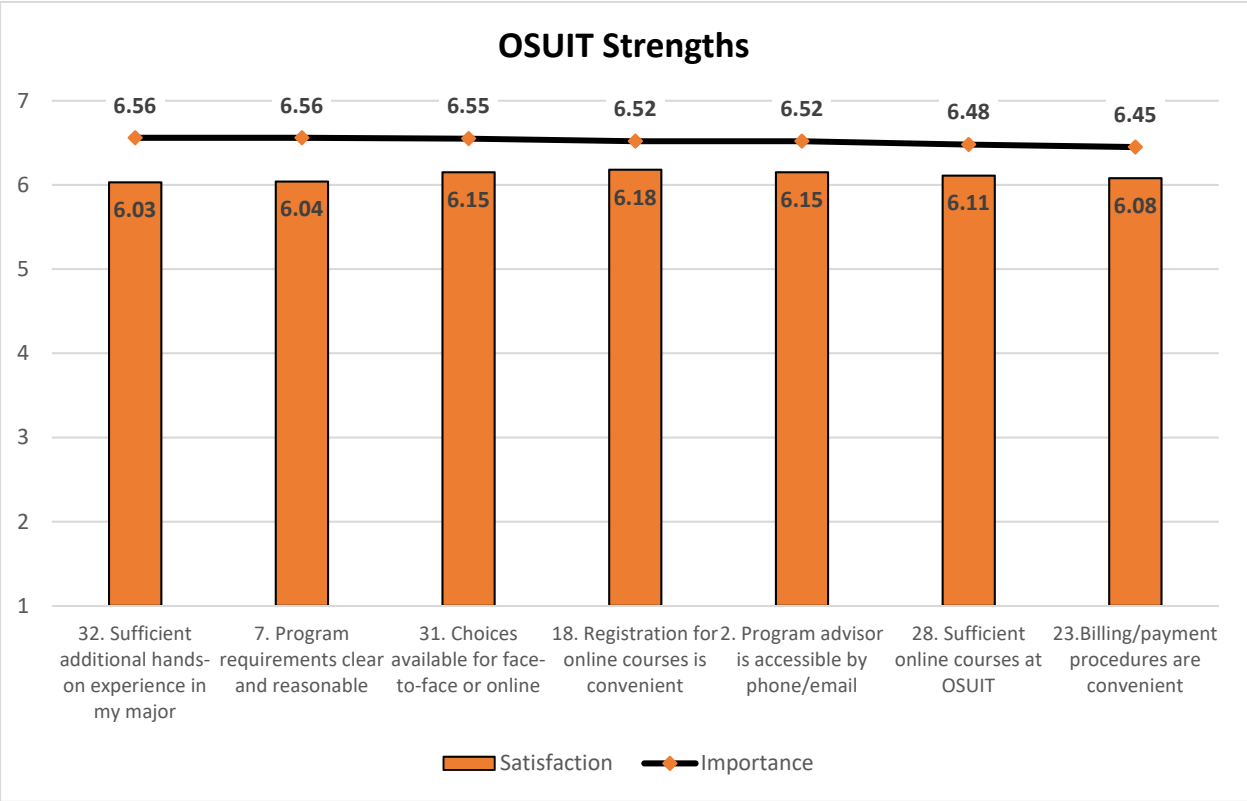
Occasionally, one or two items may appear on both lists as strengths and challenges. This occurs when an item has very high importance, relatively high satisfaction as well as a large performance gap. The satisfaction score may qualify it as a strength, while the performance gap qualifies it as a challenge. This office recommends focusing on such items as a challenge since students still find it important and still feel that there is room for improvement. This year, there were no items listed as both a strength and a challenge.

Strategic Planning Overview: Strengths

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. OSUIT online learners reported high importance and satisfaction in two areas in *Academic Services*, two areas in *Enrollment Services* and with three campus-specific items:

- When applicable, there is sufficient additional hands-on experience in my major *(campus item)*
- Program requirements are clear and reasonable *(Academic Services)*
- At OSUIT, choices are available for taking classes either face-to-face or online. *(campus item)*

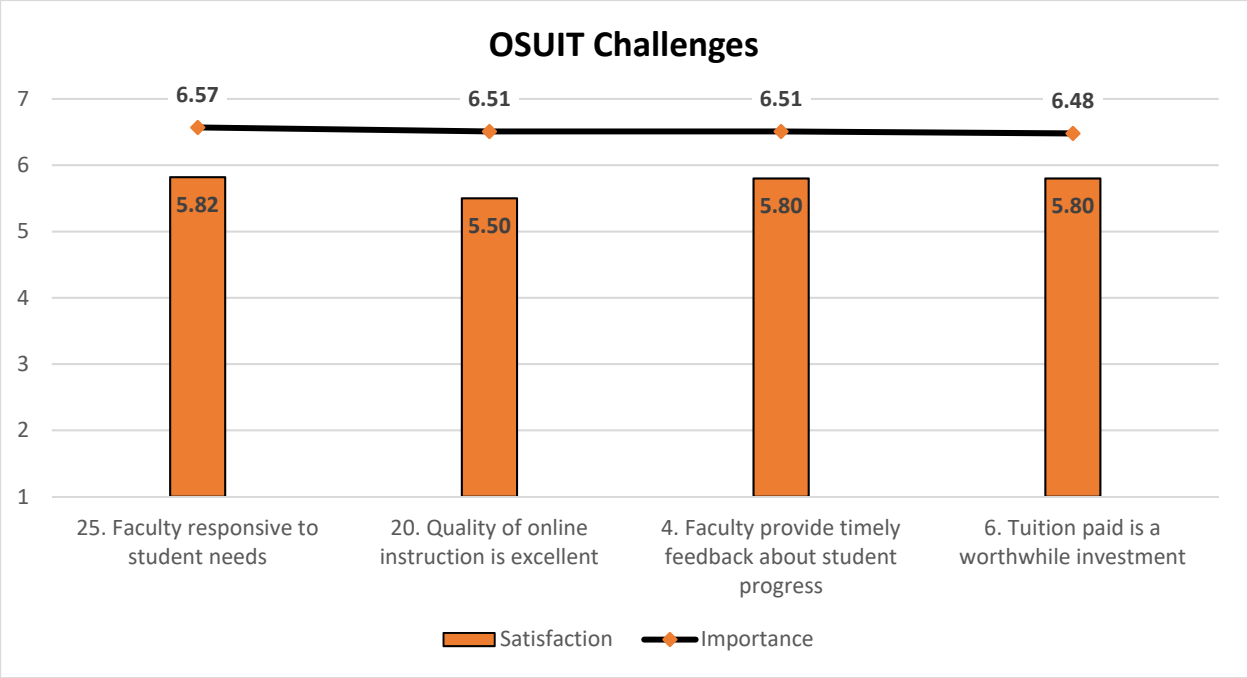
- Registration for online courses is convenient. *(Enrollment Services)*
- My program advisor is accessible by telephone and e-mail. *(Academic Services)*
- There are sufficient online courses available through OSUIT. *(campus item)*
- Billing and payment procedures are convenient for me. *(Enrollment Services)*



Strategic Planning Overview: Challenges

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 by the campus. Three of the following four items represent quality of course delivery and communication with faculty. OSUIT online learners reported lower satisfaction on the following items of high importance:

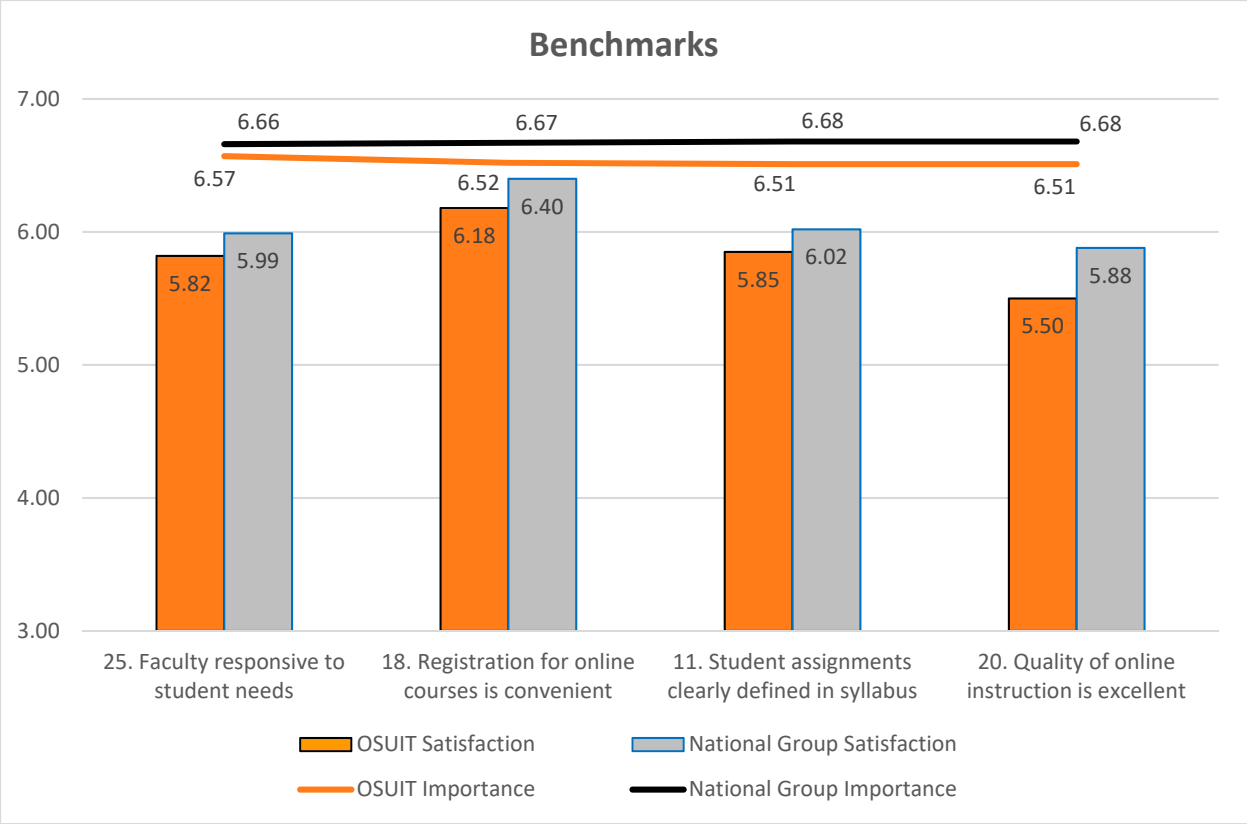
- Faculty are responsive to student needs. *(Instructional Services)*
- Quality of online instruction is excellent. *(Instructional Services)*
- Faculty provide timely feedback about student progress. *(Instructional Services)*
- Tuition paid is a worthwhile investment. *(Institutional Perceptions)*



Lower Satisfaction at OSUIT vs. National Online Learners

The Strategic Planning Overview 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 importance ratings. Compared to national benchmarks, OSUIT students reported lower satisfaction in the following areas:

- Faculty are responsive to student needs. *(Instructional Services)*
- Registration for online courses is convenient. *(Enrollment Services)*
- Student assignments are clearly defined in the syllabus. *(Instructional Services)*
- The quality of online instruction is excellent. *(Instructional Services)*



Summary Items

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 4.82 on a seven point scale between 4 = "About what I expected" and 5 = "Better than I expected". The average of responses for the national group was higher at 5.18. The average for OSUIT last year was 4.90. Of the three summary items, this particular item remained relatively high compared to last year's result.

When asked, "Rate your overall satisfaction with your experience here thus far", the average of responses for OSUIT was 5.14 falling between 5 = "Somewhat satisfied" and 6 = "Satisfied". The average of responses for the national group was higher at 5.82. The average for OSUIT last year was 5.43.

When asked, "All in all, if you had to do it over, would you enroll here again?" the average of responses for OSUIT was 5.55 vs. 5.86 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 5.78.

Sources of Information

In addition to the five survey scales, 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)*.

Factors to Enroll

Also included in the survey are 11 items that assess pre-enrollment factors. Again, these items only ask for an importance rating and do not include satisfaction or performance gap scores. Respondents were presented a list of *Factors to Enroll* to rate 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 *cost, future employment opportunities,* and *convenience. Recommendations from employer* and d*istance from campus* continued from last year as least important to OSUIT online learners.

Conclusions

In 2019, satisfaction diminished somewhat from the five-year high observed in 2018. In most cases, differences in satisfaction between OSUIT online learners and the national comparison group were not statistically significant. OSUIT responses this year, as in most years, continues to reflect the same concerns as those of the national comparison group while also continuing to run slightly lower both on satisfaction and on importance. Last year's overall positive results may have been an artifact of any number of situations that may have had a general positive impact on OSUIT online students. Since higher than expected ratings on both importance and satisfaction were observed using other survey instruments as well, it is apparent that the ratings were not due to an error in sampling. Continued monitoring of trends may help provide insight into what may have caused the bump in ratings in 2018.

OSUIT's strengths in 2019 reflect a general satisfaction by online learners with choices for course offerings and instructional methods, registration and billing/payment procedures, hands-on experience when appropriate for the program/major, and accessibility of program advisors. Challenges focus more specifically on *Instructional Services* such as the *quality of online instruction*, *faculty responsiveness to student needs*, and *providing timely feedback to students on their academic progress*. Compared to benchmarks set by the national group, OSUIT online students reported lower satisfaction for *faculty responsiveness to student needs*, *quality of online instruction*, *clear definition of assignments in the syllabus*, and *registration issues for online courses*.

Among sources of information students used in making the decision to take online courses from OSUIT, the *campus website*, *online catalog*, and *recommendation from instructor or program advisor* received

the highest importance ratings. The most important factors for online students considering enrollment at OSUIT included *convenience, program requirements, and work schedule.*

As previously mentioned, Appendix A contains the results from Ruffalo Noel Levitz. Appendix B shows a table with sparklines— line graphs with markers— for individual survey items comparing satisfaction of OSUIT online learners over the past five consecutive academic years. Appendix C provides more specific five-year comparison results for OSUIT online learners on each item showing trends for both importance and satisfaction. Appendix D offers bar graphs reflecting 1) sources of information students use in making a decision to attend OSUIT, and 2) factors that influence those decision for 2019; these are followed by five-year results and trends for the sources of information and factors that influence choosing OSUIT.

Note: Sparklines in the appendices are not proportional and can easily exaggerate minimal differences in the data; this is why they are used for *at-a-glance* information. Sparklines in this report show changes between five years of data, but the lines are not comparable with each other because they are not *standardized* or reported relative to a standard scale.

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APPENDIX A:

Priorities Survey for Online Learners

Report from Ruffalo Noel Levitz

Demographics

Gender	N	%
Female	123	48.24%
Male	132	51.76%
Total	255	100.00%
No Response	41	

Age	N	%
18 and under	24	9.09%
19 to 24	113	42.80%
25 to 34	59	22.35%
35 to 44	35	13.26%
45 to 54	27	10.23%
55 to 64	6	2.27%
65 and over	0	0.00%
Total	264	100.00%
No Response	32	

Ethnicity/Race	N	%
African-American	23	8.36%
American Indian or Alaskan Native	45	16.36%
Asian or Pacific Islander	7	2.55%
Caucasian/White	172	62.55%
Hispanic	14	5.09%
Other race	4	1.45%
Race - Prefer not to respond	10	3.64%
Total	275	100.00%
No Response	21	

Current Enrollment Status	N	%
Primarily online	124	44.29%
Primarily on-campus	156	55.71%
Total	280	100.00%
No Response	16	

Current Class Load	N	%
Full-time	200	77.22%
Part-time	59	22.78%
Total	259	100.00%
No Response	37	

Class Level	N	%
First year	75	27.88%
Second year	105	39.03%
Third year	39	14.50%
Fourth year	27	10.04%
Special student	1	0.37%
Graduate/professional	7	2.60%
Other class level	15	5.58%
Total	269	100.00%
No Response	27	

Educational Goal	N	%
Associate degree	128	46.55%
Bachelor's degree	106	38.55%
Master's degree	16	5.82%
Doctorate or professional degree	14	5.09%
Certification (initial or renewal)	0	0.00%
Self-improvement/pleasure	3	1.09%
Job-related training	2	0.73%
Other educational goal	6	2.18%
Total	275	100.00%
No Response	21	

Employment	N	%
Full-time	103	38.15%
Part-time	74	27.41%
Not employed	93	34.44%
Total	270	100.00%
No Response	26	

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Demographics

Current Residence	N	%
Own house	96	34.16%
Rent room / apartment / house	74	26.33%
Relative's home	54	19.22%
Residence hall	48	17.08%
Other residence	9	3.20%
Total	281	100.00%
No Response	15	

Marital Status	N	%
Single	155	58.49%
Single with children	30	11.32%
Married	22	8.30%
Married with children	56	21.13%
Marital - Prefer not to respond	2	0.75%
Total	265	100.00%
No Response	31	

Current Plans	N	%
Complete online degree program	58	20.14%
Complete degree on campus	124	43.06%
Transfer credits	34	11.81%
Complete this course	72	25.00%
Total	288	100.00%
No Response	8	

Current Online Enrollment	N	%
1-3 credits	81	28.13%
4-6 credits	64	22.22%
7-9 credits	35	12.15%
10-12 credits	57	19.79%
13-15 credits	35	12.15%
More than 15 credits	16	5.56%
Total	288	100.00%
No Response	8	

Previous Online Enrollment	N	%
No classes	58	20.64%
1-3 classes	104	37.01%
4-6 classes	61	21.71%
7-9 classes	14	4.98%
10-12 classes	22	7.83%
13-15 classes	8	2.85%
More than 15 classes	14	4.98%
Total	281	100.00%
No Response	15	

I would enroll in additional online courses if available.	N	%
Yes	130	46.93%
Maybe	118	42.60%
No (please explain in comment box below)	29	10.47%
Campus item - Answer 4	0	0.00%
Campus item - Answer 5	0	0.00%
Campus item - Answer 6	0	0.00%
Total	277	100.00%
No Response	19	

I attend most of my classes:	N	%
online	109	39.35%
OSUIT-Okmulgee	166	59.93%
OSUIT-MAIP (Pryor)	0	0.00%
on a career tech campus	2	0.72%
Total	277	100.00%
No Response	19	

Group Code	N	%
9002: Air Conditioning & Refrigeration Technology	6	2.07%
9011: Construction Technology	9	3.10%
9012: Information Technologies (AAS)	11	3.79%
9014: Graphic Design Technology	2	0.69%
9018: Diesel & Heavy Equipment Technology	1	0.34%
9034: 3D Modeling and Animation	2	0.69%

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Demographics

9043: Watchmaking & Microtechnology	2	0.69%
9044: General Studies	6	2.07%
9046: Culinary Arts	16	5.52%
9080: Engineering Technologies	7	2.41%
9089: Orthotics & Prosthetics	3	1.03%
9090: Pre-Education	11	3.79%
9091: Business	14	4.83%
9092: Information Technologies (AS)	3	1.03%
9093: Nursing	74	25.52%
9094: Information Technologies (BT)	53	18.28%
9095: Instrumentation Engineering Technologies (BT)	3	1.03%
9096: Civil Engineering Technology (BT)	2	0.69%
9100: Power Plant Technology	4	1.38%
9101: Pipeline Integrity Technology	5	1.72%
9102: Automotive Service Technology-Ford ASSET	1	0.34%
9105: Automotive Service Technology-Toyota T-TEN	1	0.34%
9106: Construction Technologies-High Voltage Lineman	3	1.03%
9109: Diesel & Heavy Equipment Technology-Komatsu	1	0.34%
9110: Diesel & Heavy Equipment Technology-Truck Tech	1	0.34%
9112: Industrial Maintenance Technologies (AAS), may include NGC option	4	1.38%
9123: Allied Health Sciences	19	6.55%
9125: Civil Engineering/Surveying Technologies (AAS)	3	1.03%
9127: Pre-Professional Studies	18	6.21%
9132: Applied Technical Leadership (BT)	1	0.34%
9777: Non-Degree Seeking	4	1.38%
Total	290	100.00%
No Response	6	

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Strategic Planning Overview
Strengths and Challenges

Strengths

32. Campus item: When applicable, there is sufficient additional hands-on experience in my major.
7. Program requirements are clear and reasonable.
31. Campus item: At OSUIT, choices are available for taking classes either face-to-face or online.
18. Registration for online courses is convenient.
2. My program advisor is accessible by telephone and e-mail.
28. Campus item: There are sufficient online courses available through OSUIT.
23. Billing and payment procedures are convenient for me.

Challenges

25. Faculty are responsive to student needs.
20. The quality of online instruction is excellent.
4. Faculty provide timely feedback about student progress.
6. Tuition paid is a worthwhile investment.

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Strategic Planning Overview
Benchmarks

Lower Satisfaction vs. National Online Learners

25. Faculty are responsive to student needs.
18. Registration for online courses is convenient.
11. Student assignments are clearly defined in the syllabus.
20. The quality of online instruction is excellent.

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Institutional Summary

Scales: In Order of Importance

	Oklahoma State University Institute of			National Online Learners			Mean Difference
Scale	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
Academic Services	6.43	5.88 / 1.28	0.55	6.47	5.98 / 1.02	0.49	-0.10
Enrollment Services	6.42	5.88 / 1.33	0.54	6.54	6.07 / 1.11	0.47	-0.19 **
Institutional Perceptions	6.39	5.90 / 1.35	0.49	6.54	5.91 / 1.22	0.63	-0.01
Instructional Services	6.37	5.78 / 1.37	0.59	6.43	5.90 / 1.07	0.53	-0.12
Student Services	6.33	5.73 / 1.36	0.60	6.40	5.91 / 1.17	0.49	-0.18 **

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

National Group Means are based on 126748 records.

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Institutional Summary

Items: In Order of Importance

	Oklahoma State University Institute of			National Online Learners			Mean Difference
Item	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
25. Faculty are responsive to student needs.	6.57	5.82 / 1.62	0.75	6.66	5.99 / 1.35	0.67	-0.17 *
3. Instructional materials are appropriate for program content.	6.56	5.91 / 1.49	0.65	6.64	6.02 / 1.25	0.62	-0.11
7. Program requirements are clear and reasonable.	6.56	6.04 / 1.44	0.52	6.64	5.99 / 1.32	0.65	0.05
32. Campus item: When applicable, there is sufficient additional hands-on experience in my major.	6.56	6.03 / 1.55	0.53				
31. Campus item: At OSUIT, choices are available for taking classes either face-to-face or online.	6.55	6.15 / 1.43	0.40				
27. Campus item: Brightspace, the online classroom, is easy to use.	6.53	6.02 / 1.53	0.51				
2. My program advisor is accessible by telephone and e-mail.	6.52	6.15 / 1.33	0.37	6.51	6.12 / 1.34	0.39	0.03
18. Registration for online courses is convenient.	6.52	6.18 / 1.42	0.34	6.67	6.40 / 1.10	0.27	-0.22 ***
4. Faculty provide timely feedback about student progress.	6.51	5.80 / 1.59	0.71	6.62	5.90 / 1.37	0.72	-0.10
11. Student assignments are clearly defined in the syllabus.	6.51	5.85 / 1.65	0.66	6.68	6.02 / 1.30	0.66	-0.17 *
20. The quality of online instruction is excellent.	6.51	5.50 / 1.77	1.01	6.68	5.88 / 1.41	0.80	-0.38 ***
12. There are sufficient offerings within my program of study.	6.49	5.89 / 1.62	0.60	6.57	5.99 / 1.30	0.58	-0.10
6. Tuition paid is a worthwhile investment.	6.48	5.80 / 1.61	0.68	6.62	5.80 / 1.48	0.82	0.00
28. Campus item: There are sufficient online courses available through OSUIT.	6.48	6.11 / 1.42	0.37				
5. My program advisor helps me work toward career goals.	6.45	5.83 / 1.65	0.62	6.32	5.68 / 1.62	0.64	0.15
17. Assessment and evaluation procedures are clear and reasonable.	6.45	5.97 / 1.47	0.48	6.55	6.05 / 1.26	0.50	-0.08

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

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Institutional Summary

Items: In Order of Importance

	Oklahoma State University Institute of			National Online Learners			Mean Difference
Item	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
23. Billing and payment procedures are convenient for me.	6.45	6.08 / 1.53	0.37	6.57	6.19 / 1.28	0.38	-0.11
22. I am aware of whom to contact for questions about programs and services.	6.42	5.78 / 1.73	0.64	6.53	6.00 / 1.41	0.53	-0.22 **
13. The frequency of student and instructor interactions is adequate.	6.39	5.94 / 1.57	0.45	6.39	5.91 / 1.34	0.48	0.03
26. The bookstore provides timely service to students.	6.38	6.09 / 1.46	0.29	6.35	6.10 / 1.31	0.25	-0.01
14. I receive timely information on the availability of financial aid.	6.37	5.65 / 1.72	0.72	6.43	5.84 / 1.54	0.59	-0.19 *
16. Appropriate technical assistance is readily available.	6.37	5.71 / 1.76	0.66	6.51	6.12 / 1.26	0.39	-0.41 ***
9. Adequate financial aid is available.	6.35	5.59 / 1.78	0.76	6.46	5.79 / 1.60	0.67	-0.20 *
29. Campus item: There are sufficient online programs/majors available through OSUIT.	6.35	5.89 / 1.63	0.46				
21. Adequate online library resources are provided.	6.33	5.90 / 1.59	0.43	6.56	6.19 / 1.22	0.37	-0.29 ***
10. This institution responds quickly when I request information.	6.32	5.63 / 1.68	0.69	6.59	6.02 / 1.37	0.57	-0.39 ***
45. Factor to enroll: Cost	6.32			6.37			
47. Factor to enroll: Future employment opportunities	6.32			6.24			
51. Factor to enroll: Convenience	6.31			6.71			
1. This institution has a good reputation.	6.30	6.00 / 1.37	0.30	6.47	6.02 / 1.23	0.45	-0.02
40. Source of information: Web site	6.30			6.43			
24. Tutoring services are readily available for online courses.	6.28	5.62 / 1.84	0.66	6.15	5.72 / 1.58	0.43	-0.10

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

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Institutional Summary

Items: In Order of Importance

	Oklahoma State University Institute of			National Online Learners			Mean Difference
Item	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
30. Campus item: There are sufficient hybrid/blended courses available at OSUIT incorporating a mix of online and in-class instruction.	6.27	5.92 / 1.58	0.35				
15. Channels are available for providing timely responses to student complaints.	6.26	5.41 / 1.88	0.85	6.33	5.61 / 1.64	0.72	-0.20
19. Online career services are available.	6.26	5.70 / 1.69	0.56	6.15	5.79 / 1.48	0.36	-0.09
53. Factor to enroll: Program requirements	6.25			6.43			
46. Factor to enroll: Financial assistance available	6.21			6.30			
49. Factor to enroll: Work schedule	6.19			6.59			
44. Factor to enroll: Ability to transfer credits	6.18			6.26			
48. Factor to enroll: Reputation of institution	6.18			6.35			
50. Factor to enroll: Flexible pacing for completing a program	6.14			6.61			
42. Source of information: Recommendation from instructor or program advisor	6.11			5.91			
38. Source of information: Catalog (online)	6.09			6.14			
39. Source of information: College representatives	5.83			5.70			
52. Factor to enroll: Distance from campus	5.81			5.31			
54. Factor to enroll: Recommendations from employer	5.77			5.29			
43. Source of information: Contact with current students and / or recent graduates of the program	5.76			5.34			

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Institutional Summary

Items: In Order of Importance

	Oklahoma State University Institute of			National Online Learners			Mean Difference
Item	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
37. Source of information: Catalog and brochures (printed)	5.59			4.89			
8. Student-to-student collaborations are valuable to me.	5.46	5.45 / 1.74	0.01	5.19	5.44 / 1.54	-0.25	0.01
41. Source of information: Advertisements	5.24			4.63			
33. Campus item 7							
34. Campus item 8							
35. Campus item 9							
36. Campus item 10							

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Institutional Summary

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

	Oklahoma State University Institute of			National Online Learners			Mean Difference
Scale/Item	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
ACADEMIC SERVICES	6.43	5.88 / 1.28	0.55	6.47	5.98 / 1.02	0.49	-0.10
2. My program advisor is accessible by telephone and e-mail.	6.52	6.15 / 1.33	0.37	6.51	6.12 / 1.34	0.39	0.03
5. My program advisor helps me work toward career goals.	6.45	5.83 / 1.65	0.62	6.32	5.68 / 1.62	0.64	0.15
7. Program requirements are clear and reasonable.	6.56	6.04 / 1.44	0.52	6.64	5.99 / 1.32	0.65	0.05
12. There are sufficient offerings within my program of study.	6.49	5.89 / 1.62	0.60	6.57	5.99 / 1.30	0.58	-0.10
16. Appropriate technical assistance is readily available.	6.37	5.71 / 1.76	0.66	6.51	6.12 / 1.26	0.39	-0.41 ***
21. Adequate online library resources are provided.	6.33	5.90 / 1.59	0.43	6.56	6.19 / 1.22	0.37	-0.29 ***
24. Tutoring services are readily available for online courses.	6.28	5.62 / 1.84	0.66	6.15	5.72 / 1.58	0.43	-0.10

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Institutional Summary

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

	Oklahoma State University Institute of			National Online Learners			Mean Difference
Scale/Item	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
ENROLLMENT SERVICES	6.42	5.88 / 1.33	0.54	6.54	6.07 / 1.11	0.47	-0.19 **
9. Adequate financial aid is available.	6.35	5.59 / 1.78	0.76	6.46	5.79 / 1.60	0.67	-0.20 *
14. I receive timely information on the availability of financial aid.	6.37	5.65 / 1.72	0.72	6.43	5.84 / 1.54	0.59	-0.19 *
18. Registration for online courses is convenient.	6.52	6.18 / 1.42	0.34	6.67	6.40 / 1.10	0.27	-0.22 ***
23. Billing and payment procedures are convenient for me.	6.45	6.08 / 1.53	0.37	6.57	6.19 / 1.28	0.38	-0.11

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Institutional Summary

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

	Oklahoma State University Institute of			National Online Learners			Mean Difference
Scale/Item	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
INSTITUTIONAL PERCEPTIONS	6.39	5.90 / 1.35	0.49	6.54	5.91 / 1.22	0.63	-0.01
1. This institution has a good reputation.	6.30	6.00 / 1.37	0.30	6.47	6.02 / 1.23	0.45	-0.02
6. Tuition paid is a worthwhile investment.	6.48	5.80 / 1.61	0.68	6.62	5.80 / 1.48	0.82	0.00

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Institutional Summary

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

	Oklahoma State University Institute of			National Online Learners			Mean Difference
Scale/Item	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
INSTRUCTIONAL SERVICES	6.37	5.78 / 1.37	0.59	6.43	5.90 / 1.07	0.53	-0.12
3. Instructional materials are appropriate for program content.	6.56	5.91 / 1.49	0.65	6.64	6.02 / 1.25	0.62	-0.11
4. Faculty provide timely feedback about student progress.	6.51	5.80 / 1.59	0.71	6.62	5.90 / 1.37	0.72	-0.10
8. Student-to-student collaborations are valuable to me.	5.46	5.45 / 1.74	0.01	5.19	5.44 / 1.54	-0.25	0.01
11. Student assignments are clearly defined in the syllabus.	6.51	5.85 / 1.65	0.66	6.68	6.02 / 1.30	0.66	-0.17 *
13. The frequency of student and instructor interactions is adequate.	6.39	5.94 / 1.57	0.45	6.39	5.91 / 1.34	0.48	0.03
17. Assessment and evaluation procedures are clear and reasonable.	6.45	5.97 / 1.47	0.48	6.55	6.05 / 1.26	0.50	-0.08
20. The quality of online instruction is excellent.	6.51	5.50 / 1.77	1.01	6.68	5.88 / 1.41	0.80	-0.38 ***
25. Faculty are responsive to student needs.	6.57	5.82 / 1.62	0.75	6.66	5.99 / 1.35	0.67	-0.17 *

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Institutional Summary

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

	Oklahoma State University Institute of			National Online Learners			Mean Difference
Scale/Item	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
STUDENT SERVICES	6.33	5.73 / 1.36	0.60	6.40	5.91 / 1.17	0.49	-0.18 **
10. This institution responds quickly when I request information.	6.32	5.63 / 1.68	0.69	6.59	6.02 / 1.37	0.57	-0.39 ***
15. Channels are available for providing timely responses to student complaints.	6.26	5.41 / 1.88	0.85	6.33	5.61 / 1.64	0.72	-0.20
19. Online career services are available.	6.26	5.70 / 1.69	0.56	6.15	5.79 / 1.48	0.36	-0.09
22. I am aware of whom to contact for questions about programs and services.	6.42	5.78 / 1.73	0.64	6.53	6.00 / 1.41	0.53	-0.22 **
26. The bookstore provides timely service to students.	6.38	6.09 / 1.46	0.29	6.35	6.10 / 1.31	0.25	-0.01

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Institutional Summary

Items: In Sequential Order

	Oklahoma State University Institute of			National Online Learners			Mean Difference
Item	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
1. This institution has a good reputation.	6.30	6.00 / 1.37	0.30	6.47	6.02 / 1.23	0.45	-0.02
2. My program advisor is accessible by telephone and e-mail.	6.52	6.15 / 1.33	0.37	6.51	6.12 / 1.34	0.39	0.03
3. Instructional materials are appropriate for program content.	6.56	5.91 / 1.49	0.65	6.64	6.02 / 1.25	0.62	-0.11
4. Faculty provide timely feedback about student progress.	6.51	5.80 / 1.59	0.71	6.62	5.90 / 1.37	0.72	-0.10
5. My program advisor helps me work toward career goals.	6.45	5.83 / 1.65	0.62	6.32	5.68 / 1.62	0.64	0.15
6. Tuition paid is a worthwhile investment.	6.48	5.80 / 1.61	0.68	6.62	5.80 / 1.48	0.82	0.00
7. Program requirements are clear and reasonable.	6.56	6.04 / 1.44	0.52	6.64	5.99 / 1.32	0.65	0.05
8. Student-to-student collaborations are valuable to me.	5.46	5.45 / 1.74	0.01	5.19	5.44 / 1.54	-0.25	0.01
9. Adequate financial aid is available.	6.35	5.59 / 1.78	0.76	6.46	5.79 / 1.60	0.67	-0.20 *
10. This institution responds quickly when I request information.	6.32	5.63 / 1.68	0.69	6.59	6.02 / 1.37	0.57	-0.39 ***
11. Student assignments are clearly defined in the syllabus.	6.51	5.85 / 1.65	0.66	6.68	6.02 / 1.30	0.66	-0.17 *
12. There are sufficient offerings within my program of study.	6.49	5.89 / 1.62	0.60	6.57	5.99 / 1.30	0.58	-0.10
13. The frequency of student and instructor interactions is adequate.	6.39	5.94 / 1.57	0.45	6.39	5.91 / 1.34	0.48	0.03
14. I receive timely information on the availability of financial aid.	6.37	5.65 / 1.72	0.72	6.43	5.84 / 1.54	0.59	-0.19 *
15. Channels are available for providing timely responses to student complaints.	6.26	5.41 / 1.88	0.85	6.33	5.61 / 1.64	0.72	-0.20
16. Appropriate technical assistance is readily available.	6.37	5.71 / 1.76	0.66	6.51	6.12 / 1.26	0.39	-0.41 ***

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Institutional Summary

Items: In Sequential Order

	Oklahoma State University Institute of			National Online Learners			Mean Difference
Item	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
17. Assessment and evaluation procedures are clear and reasonable.	6.45	5.97 / 1.47	0.48	6.55	6.05 / 1.26	0.50	-0.08
18. Registration for online courses is convenient.	6.52	6.18 / 1.42	0.34	6.67	6.40 / 1.10	0.27	-0.22 ***
19. Online career services are available.	6.26	5.70 / 1.69	0.56	6.15	5.79 / 1.48	0.36	-0.09
20. The quality of online instruction is excellent.	6.51	5.50 / 1.77	1.01	6.68	5.88 / 1.41	0.80	-0.38 ***
21. Adequate online library resources are provided.	6.33	5.90 / 1.59	0.43	6.56	6.19 / 1.22	0.37	-0.29 ***
22. I am aware of whom to contact for questions about programs and services.	6.42	5.78 / 1.73	0.64	6.53	6.00 / 1.41	0.53	-0.22 **
23. Billing and payment procedures are convenient for me.	6.45	6.08 / 1.53	0.37	6.57	6.19 / 1.28	0.38	-0.11
24. Tutoring services are readily available for online courses.	6.28	5.62 / 1.84	0.66	6.15	5.72 / 1.58	0.43	-0.10
25. Faculty are responsive to student needs.	6.57	5.82 / 1.62	0.75	6.66	5.99 / 1.35	0.67	-0.17 *
26. The bookstore provides timely service to students.	6.38	6.09 / 1.46	0.29	6.35	6.10 / 1.31	0.25	-0.01
27. Campus item: Brightspace, the online classroom, is easy to use.	6.53	6.02 / 1.53	0.51				
28. Campus item: There are sufficient online courses available through OSUIT.	6.48	6.11 / 1.42	0.37				
29. Campus item: There are sufficient online programs/majors available through OSUIT.	6.35	5.89 / 1.63	0.46				
30. Campus item: There are sufficient hybrid/blended courses available at OSUIT incorporating a mix of online and in-class instruction.	6.27	5.92 / 1.58	0.35				
31. Campus item: At OSUIT, choices are available for taking classes either face-to-face or online.	6.55	6.15 / 1.43	0.40				

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Institutional Summary

Items: In Sequential Order

	Oklahoma State University Institute of			National Online Learners			Mean Difference
Item	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
32. Campus item: When applicable, there is sufficient additional hands-on experience in my major.	6.56	6.03 / 1.55	0.53				
33. Campus item 7							
34. Campus item 8							
35. Campus item 9							
36. Campus item 10							
37. Source of information: Catalog and brochures (printed)	5.59			4.89			
38. Source of information: Catalog (online)	6.09			6.14			
39. Source of information: College representatives	5.83			5.70			
40. Source of information: Web site	6.30			6.43			
41. Source of information: Advertisements	5.24			4.63			
42. Source of information: Recommendation from instructor or program advisor	6.11			5.91			
43. Source of information: Contact with current students and / or recent graduates of the program	5.76			5.34			
44. Factor to enroll: Ability to transfer credits	6.18			6.26			
45. Factor to enroll: Cost	6.32			6.37			
46. Factor to enroll: Financial assistance available	6.21			6.30			
47. Factor to enroll: Future employment opportunities	6.32			6.24			
48. Factor to enroll: Reputation of institution	6.18			6.35			

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Institutional Summary

Items: In Sequential Order

	Oklahoma State University Institute of			National Online Learners			Mean Difference
Item	Importance	Satisfaction / SD	Performance Gap	Importance	Satisfaction / SD	Performance Gap	
49. Factor to enroll: Work schedule	6.19			6.59			
50. Factor to enroll: Flexible pacing for completing a program	6.14			6.61			
51. Factor to enroll: Convenience	6.31			6.71			
52. Factor to enroll: Distance from campus	5.81			5.31			
53. Factor to enroll: Program requirements	6.25			6.43			
54. Factor to enroll: Recommendations from employer	5.77			5.29			

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Institutional Summary

Summary Items

Summary Item	Oklahoma State University Institute of	National Online Learners	Mean Difference
So far, how has your college experience met your expectations?	Average: 4.82	Average: 5.18	-0.36
1=Much worse than expected	3%	2%	
2=Quite a bit worse than I expected	2%	1%	
3=Worse than I expected	12%	6%	
4=About what I expected	26%	24%	
5=Better than I expected	21%	23%	
6=Quite a bit better than I expected	14%	15%	
7=Much better than expected	19%	26%	
Rate your overall satisfaction with your experience here thus far.	Average: 5.14	Average: 5.82	-0.68
1=Not satisfied at all	2%	1%	
2=Not very satisfied	5%	2%	
3=Somewhat dissatisfied	9%	5%	
4=Neutral	14%	5%	
5=Somewhat satisfied	13%	11%	
6=Satisfied	32%	36%	
7=Very satisfied	21%	37%	
All in all, if you had to do it over, would you enroll here again?	Average: 5.55	Average: 5.86	-0.31
1=Definitely not	3%	3%	
2=Probably not	7%	4%	
3=Maybe not	3%	3%	
4=I don't know	10%	6%	
5=Maybe yes	9%	7%	
6=Probably yes	26%	26%	
7=Definitely yes	39%	49%	

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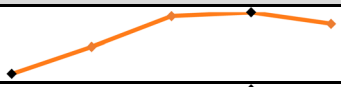
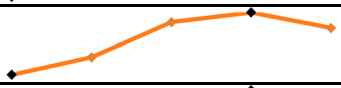
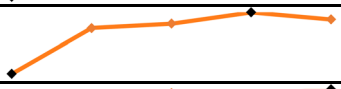
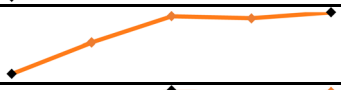
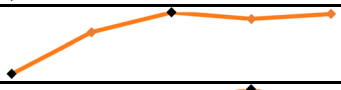
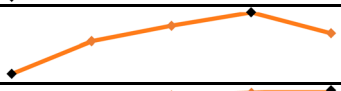
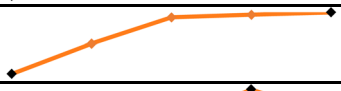
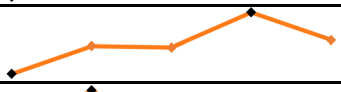
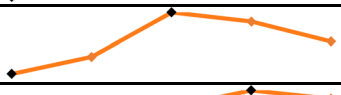
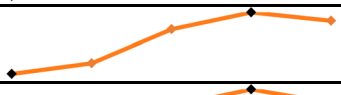
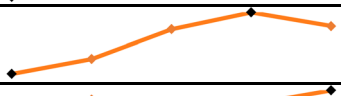
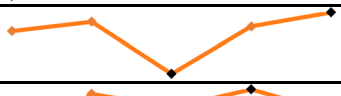
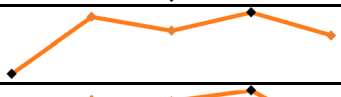
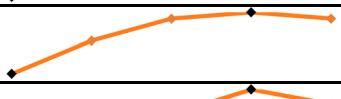
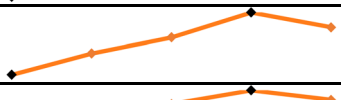
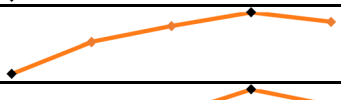
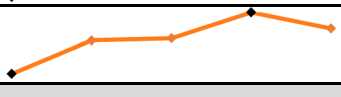
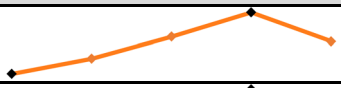
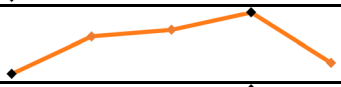
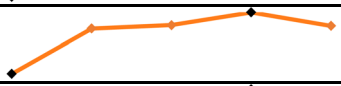
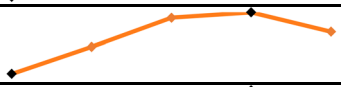
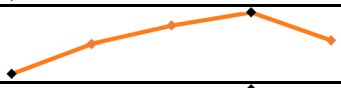
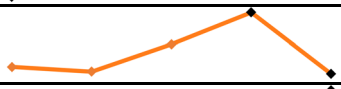
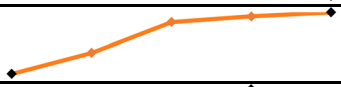
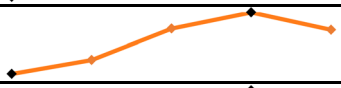
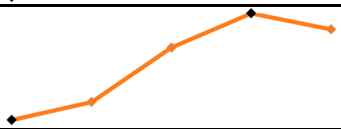
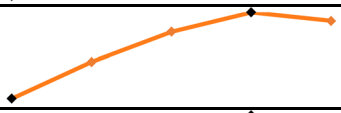
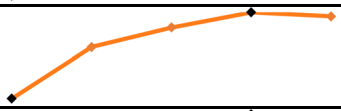
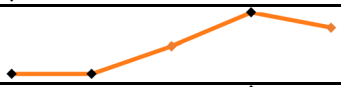
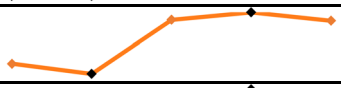
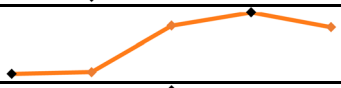
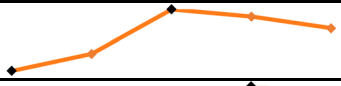
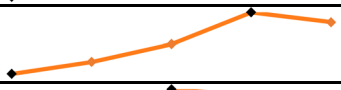
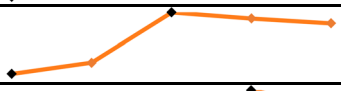
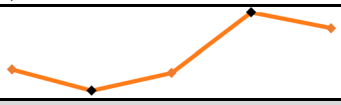
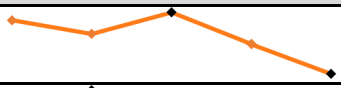
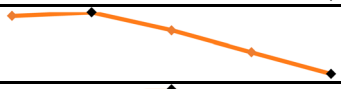
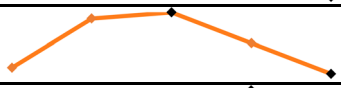
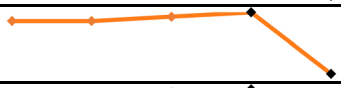
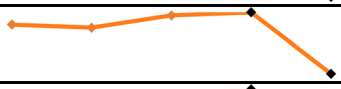
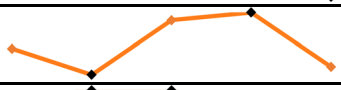
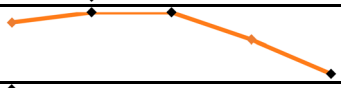
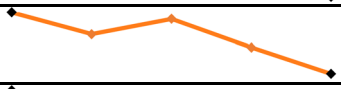
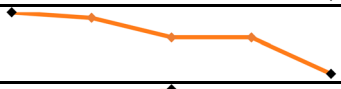
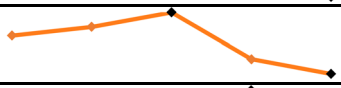
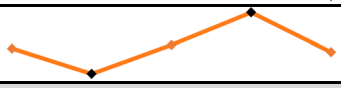
APPENDIX B:

At-A-Glance: Five-Year Satisfaction

Oklahoma State University Institute of Technology-Okmulgee - PSOL 2019

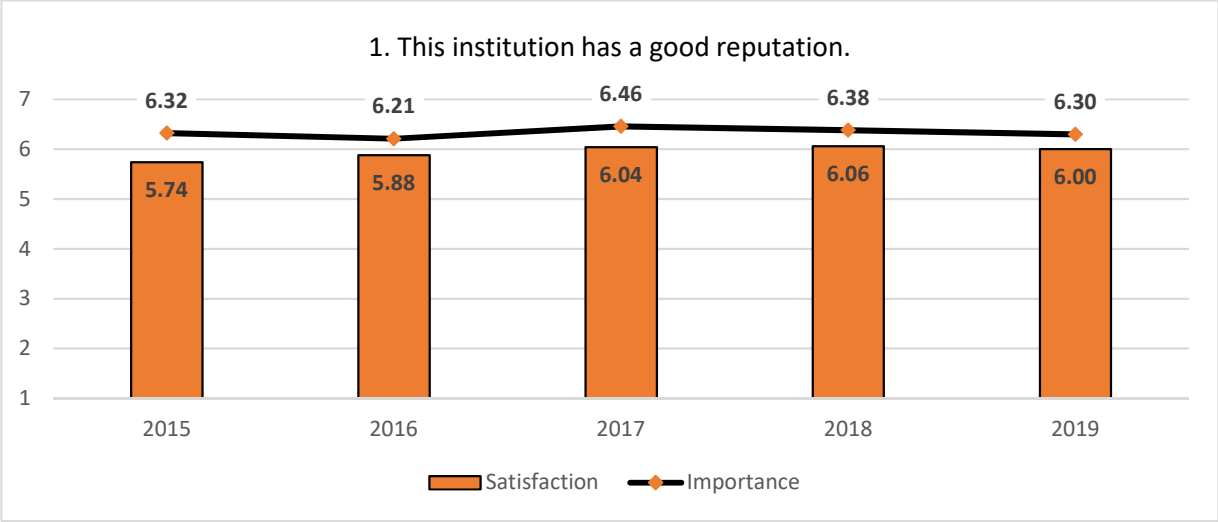
Items by Satisfaction	2015	2016	2017	2018	2019	Sparklines: Satisfaction
1. This institution has a good reputation.	5.74	5.88	6.04	6.06	6.00	
2. My program advisor is accessible by telephone and e-mail.	5.91	6.00	6.18	6.23	6.15	
3. Instructional materials are appropriate for program content.	5.53	5.85	5.88	5.96	5.91	
4. Faculty provide timely feedback about student progress.	5.19	5.50	5.76	5.74	5.80	
5. My program advisor helps me work toward career goals.	5.47	5.72	5.84	5.80	5.83	
6. Tuition paid is a worthwhile investment.	5.59	5.76	5.84	5.91	5.80	
7. Program requirements are clear and reasonable.	5.55	5.79	6.00	6.02	6.04	
8. Student-to-student collaborations are valuable to me.	5.22	5.41	5.40	5.64	5.45	
9. Adequate financial aid is available.	5.62	5.69	5.61	5.64	5.59	
10. This institution responds quickly when I request information.	5.42	5.77	5.60	5.76	5.63	
11. Student assignments are clearly defined in the syllabus.	5.64	5.75	6.04	5.98	5.85	
12. There are sufficient offerings within my program of study.	5.64	5.69	5.85	5.93	5.89	
13. The frequency of student and instructor interactions is adequate.	5.49	5.63	5.91	6.07	5.94	
14. I receive timely information on the availability of financial aid.	5.57	5.61	5.39	5.59	5.65	
15. Channels are available for providing timely responses to student complaints.	5.08	5.57	5.45	5.61	5.41	
16. Appropriate technical assistance is readily available.	5.58	5.96	5.95	6.03	5.71	
17. Assessment and evaluation procedures are clear and reasonable.	5.62	5.83	5.97	6.01	5.97	
18. Registration for online courses is convenient.	5.80	5.97	6.10	6.30	6.18	
19. Online career services are available.	5.21	5.51	5.66	5.79	5.70	
20. The quality of online instruction is excellent.	5.08	5.39	5.41	5.65	5.50	
Sparkline black markers for lowest/highest weighted means						

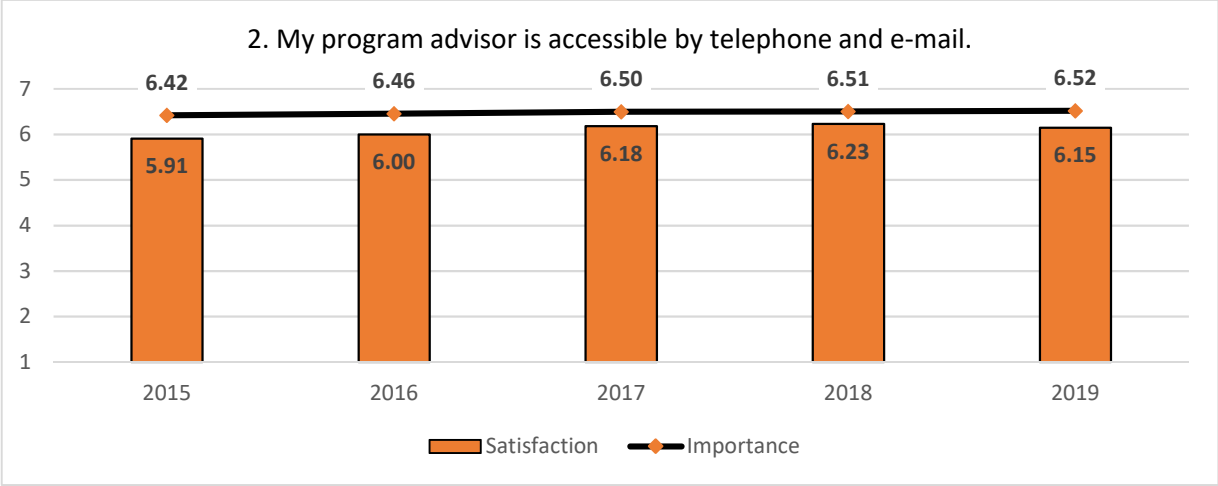
Items by Satisfaction	2015	2016	2017	2018	2019	Sparklines: Satisfaction
21. Adequate online library resources are provided.	5.62	5.75	5.94	6.15	5.90	
22. I am aware of whom to contact for questions about programs and services.	5.73	5.90	5.93	6.01	5.78	
23. Billing and payment procedures are convenient for me.	5.86	6.00	5.98	6.17	6.08	
24. Tutoring services are readily available for online courses.	5.06	5.59	5.63	5.78	5.62	
25. Faculty are responsive to student needs.	5.43	5.68	5.95	6.00	5.82	
26. The bookstore provides timely service to students.	5.89	6.07	6.18	6.26	6.09	
27. Campus item: Brightspace, the online classroom, is easy to use.	6.05	6.03	6.15	6.29	6.02	
28. Campus item: There are sufficient online courses available through OSUIT.	5.67	5.82	6.04	6.08	6.11	
29. Campus item: There are sufficient online programs/majors available through OSUIT.	5.54	5.65	5.90	6.03	5.89	
30. Campus item: There are sufficient hybrid/blended courses available at OSUIT incorporating a mix of online and in-class instruction.	5.47	5.56	5.83	6.00	5.92	
31. Campus item: At OSUIT, choices are available for taking classes either face-to-face or online.	5.79	5.96	6.10	6.19	6.15	
32. Campus item: When applicable, there is sufficient additional hands-on experience in my major.	5.44	5.81	5.95	6.06	6.03	
37. Source of information: Catalog and brochures (printed)	4.72	4.72	5.24	5.88	5.59	
38. Source of information: Catalog (online)	5.58	5.46	6.10	6.19	6.09	
39. Source of information: College representatives	5.27	5.29	5.85	6.01	5.83	
40. Source of information: Web site	5.90	6.06	6.48	6.41	6.30	
41. Source of information: Advertisements	4.25	4.48	4.82	5.43	5.24	
42. Source of information: Recommendation from instructor or program advisor	5.70	5.79	6.20	6.15	6.11	
43. Source of information: Contact with current students and / or recent graduates of the program	5.53	5.41	5.51	5.85	5.76	
Sparkline black markers for lowest/highest weighted means						

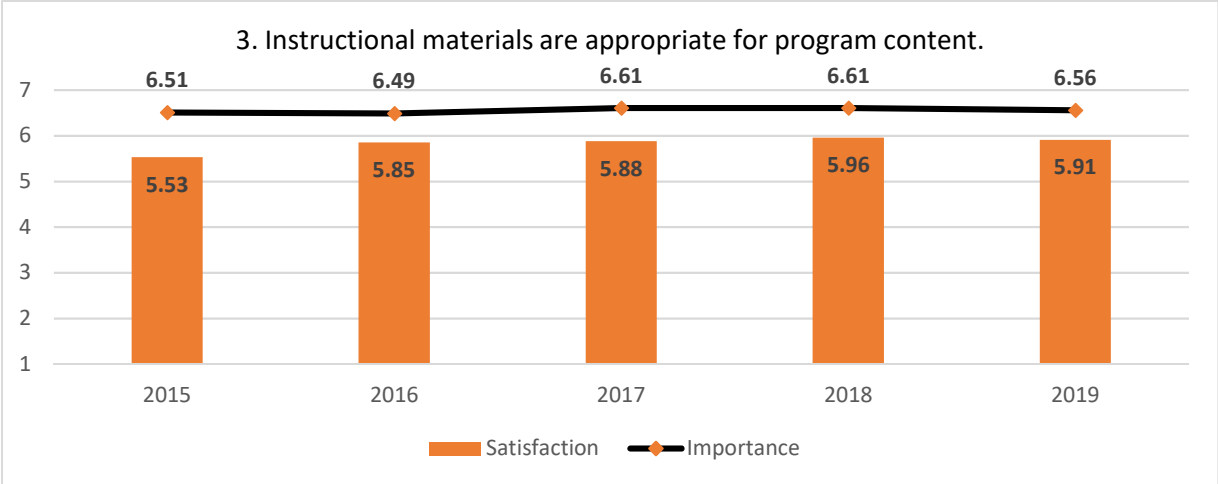
Importance: Factors to Enroll	2015	2016	2017	2018	2019	Sparklines: Importance
44. Factor to enroll: Ability to transfer credits	6.45	6.38	6.49	6.33	6.18	
45. Factor to enroll: Cost	6.48	6.49	6.44	6.38	6.32	
46. Factor to enroll: Financial assistance available	6.22	6.30	6.31	6.26	6.21	
47. Factor to enroll: Future employment opportunities	6.44	6.44	6.45	6.46	6.32	
48. Factor to enroll: Reputation of institution	6.34	6.33	6.37	6.38	6.18	
49. Factor to enroll: Work schedule	6.26	6.16	6.37	6.40	6.19	
50. Factor to enroll: Flexible pacing for completing a program	6.44	6.50	6.50	6.34	6.14	
51. Factor to enroll: Convenience	6.59	6.49	6.56	6.43	6.31	
52. Factor to enroll: Distance from campus	6.03	6.01	5.94	5.94	5.81	
53. Factor to enroll: Program requirements	6.38	6.41	6.46	6.30	6.25	
54. Factor to enroll: Recommendations from employer	5.78	5.71	5.79	5.88	5.77	
Sparkline black markers for lowest/highest weighted means						

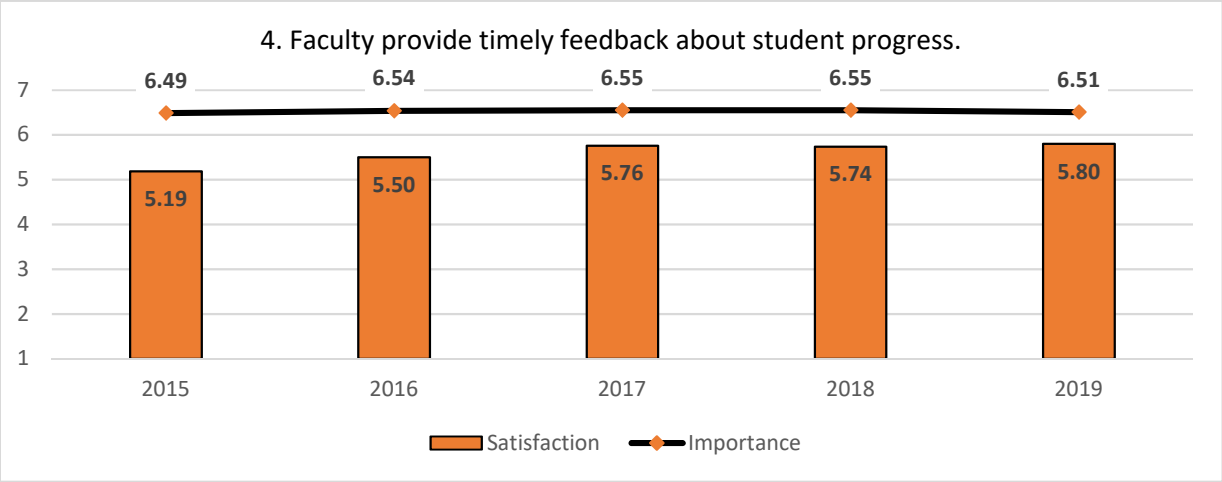
APPENDIX C:

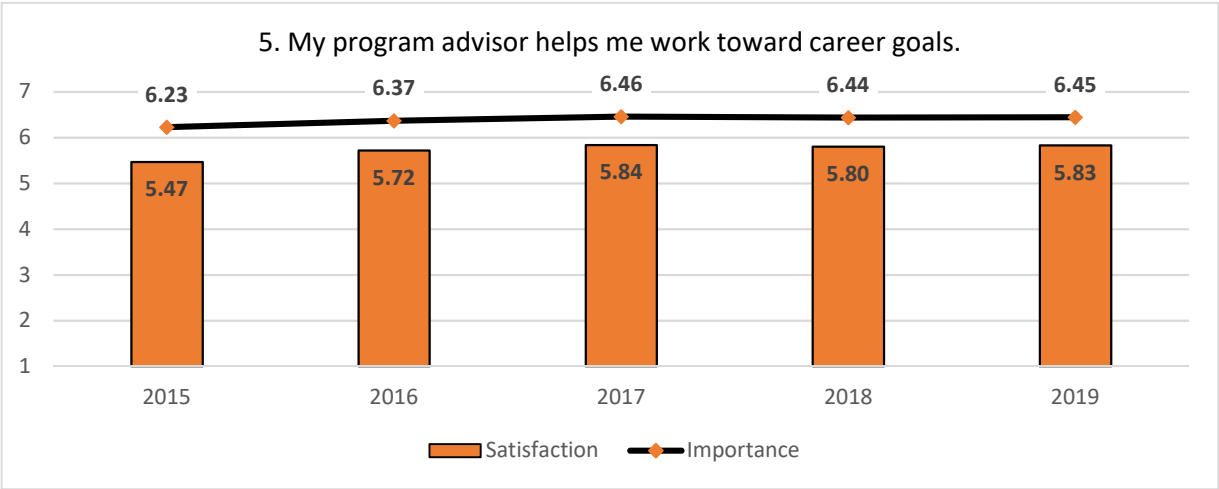
Five-Year Comparison of Items on Importance and Satisfaction

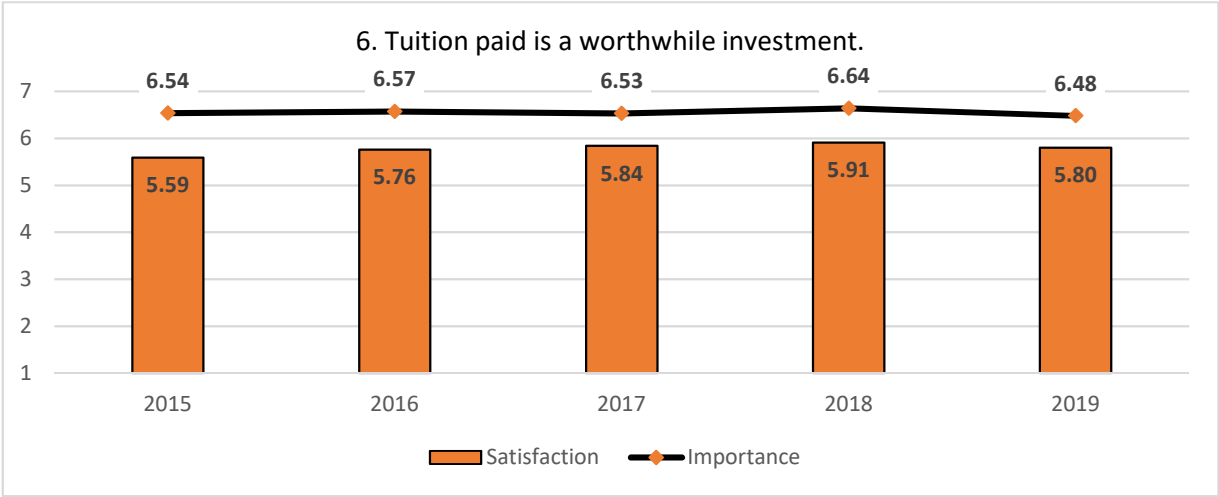

1. This institution has a good reputation.
7
6
5
4
3
2
1
6.32
6.21
6.46
6.38
6.30
5.74
5.88
6.04
6.06
6.00
2015
2016
2017
2018
2019
Satisfaction
Importance

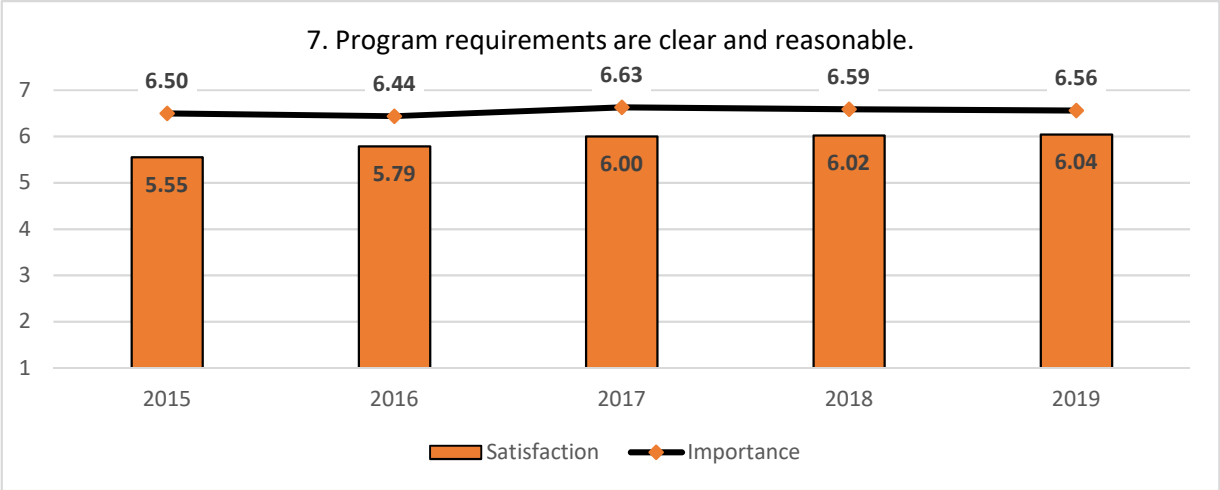

2. My program advisor is accessible by telephone and e-mail.
7
6
5
4
3
2
1
6.42
6.46
6.50
6.51
6.52
5.91
6.00
6.18
6.23
6.15
2015
2016
2017
2018
2019
Satisfaction
Importance

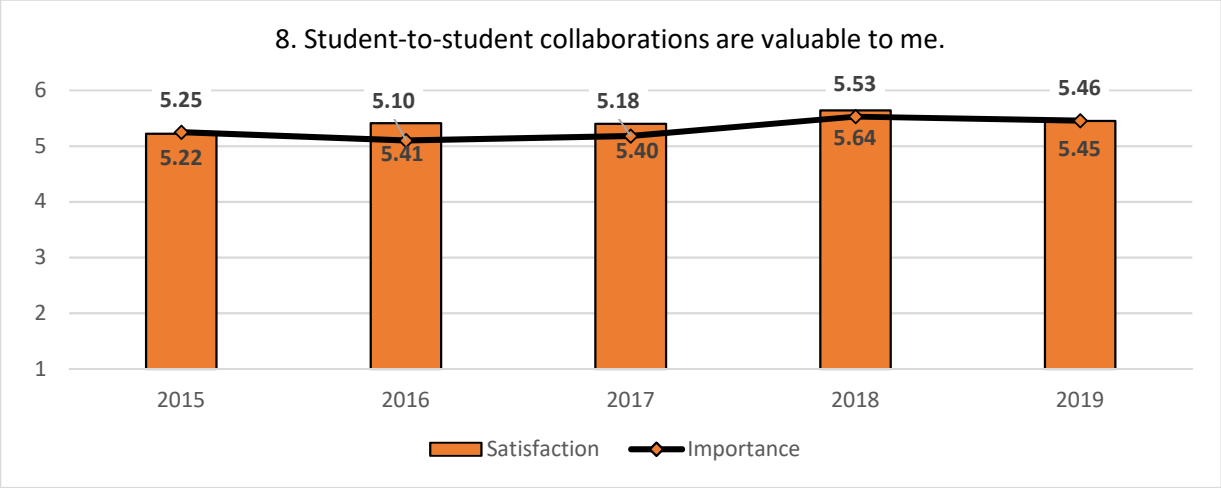

3. Instructional materials are appropriate for program content.
7
6
5
4
3
2
1
6.51
6.49
6.61
6.61
6.56
5.53
5.85
5.88
5.96
5.91
2015
2016
2017
2018
2019
Satisfaction
Importance

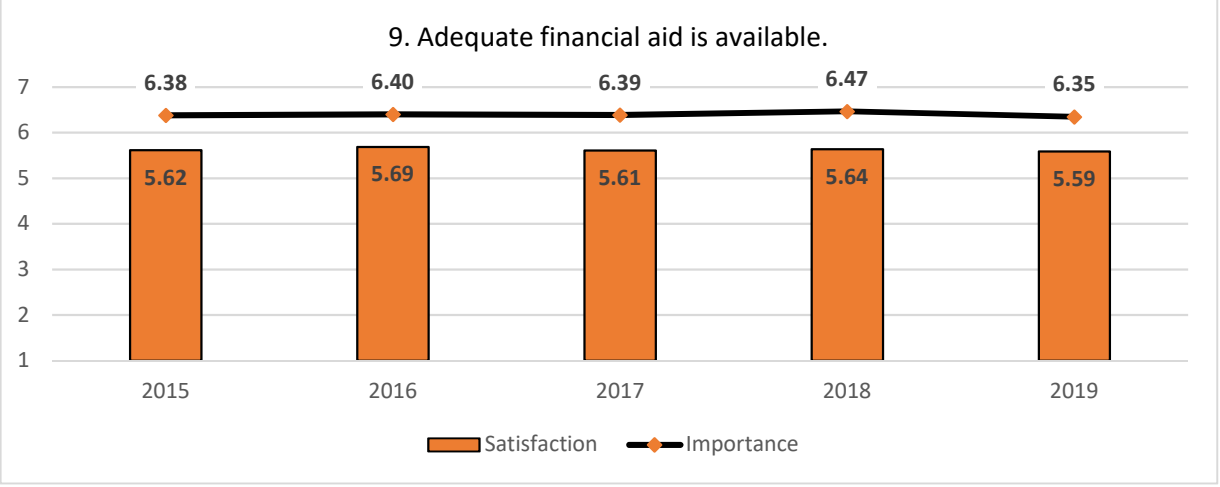

4. Faculty provide timely feedback about student progress.
6.49
6.54
6.55
6.55
6.51
5.19
5.50
5.76
5.74
5.80
2015
2016
2017
2018
2019
Satisfaction
Importance

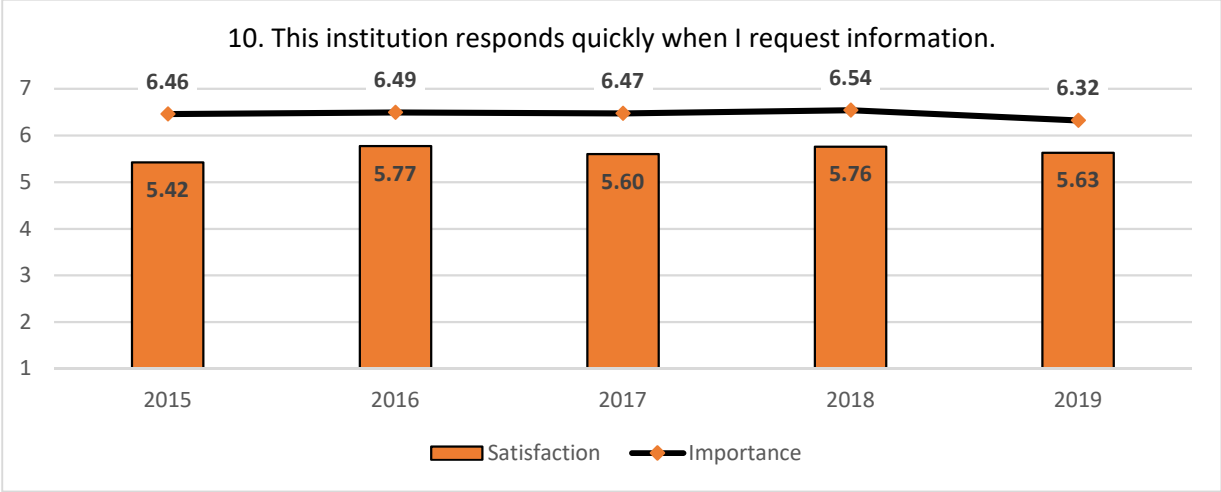

5. My program advisor helps me work toward career goals.
6.23
6.37
6.46
6.44
6.45
5.47
5.72
5.84
5.80
5.83
2015
2016
2017
2018
2019
Satisfaction
Importance

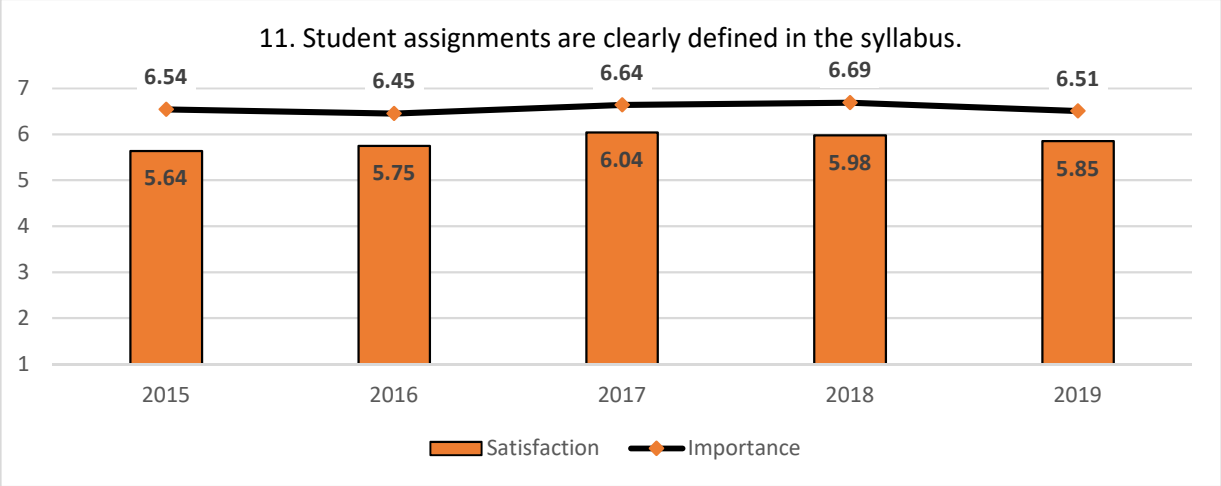

6. Tuition paid is a worthwhile investment.
6.54
6.57
6.53
6.64
6.48
5.59
5.76
5.84
5.91
5.80
2015
2016
2017
2018
2019
Satisfaction
Importance

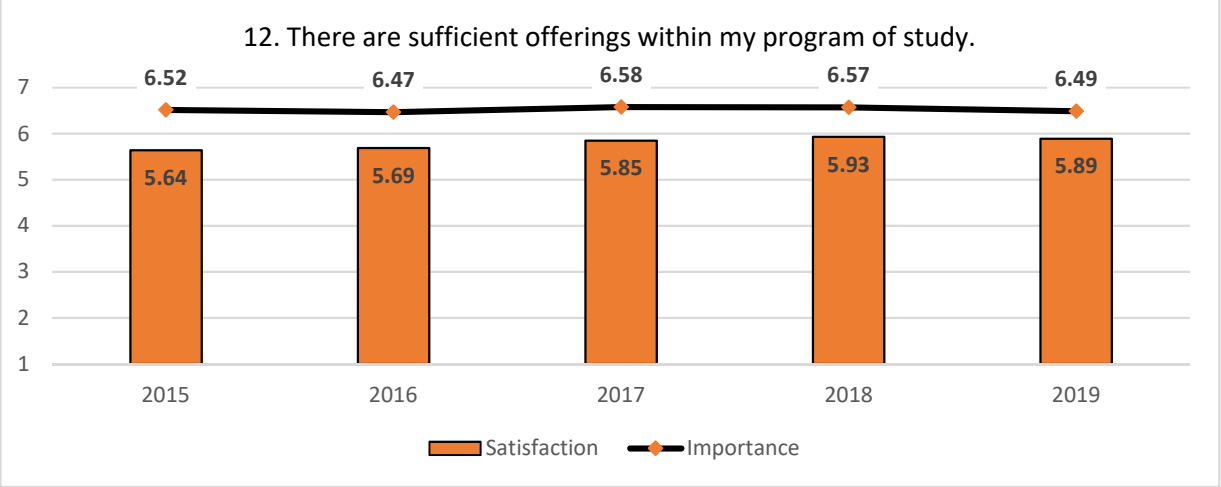

7. Program requirements are clear and reasonable.
6.50
6.44
6.63
6.59
6.56
5.55
5.79
6.00
6.02
6.04
7
6
5
4
3
2
1
2015
2016
2017
2018
2019
Satisfaction
Importance

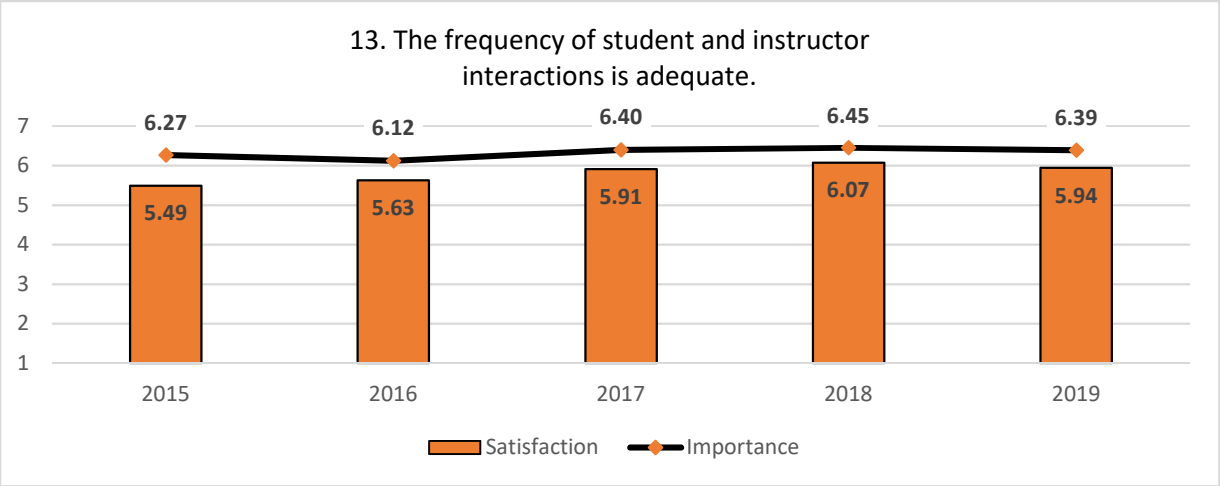

8. Student-to-student collaborations are valuable to me.
5.25
5.10
5.18
5.53
5.46
5.22
5.41
5.40
5.64
5.45
6
5
4
3
2
1
2015
2016
2017
2018
2019
Satisfaction
Importance

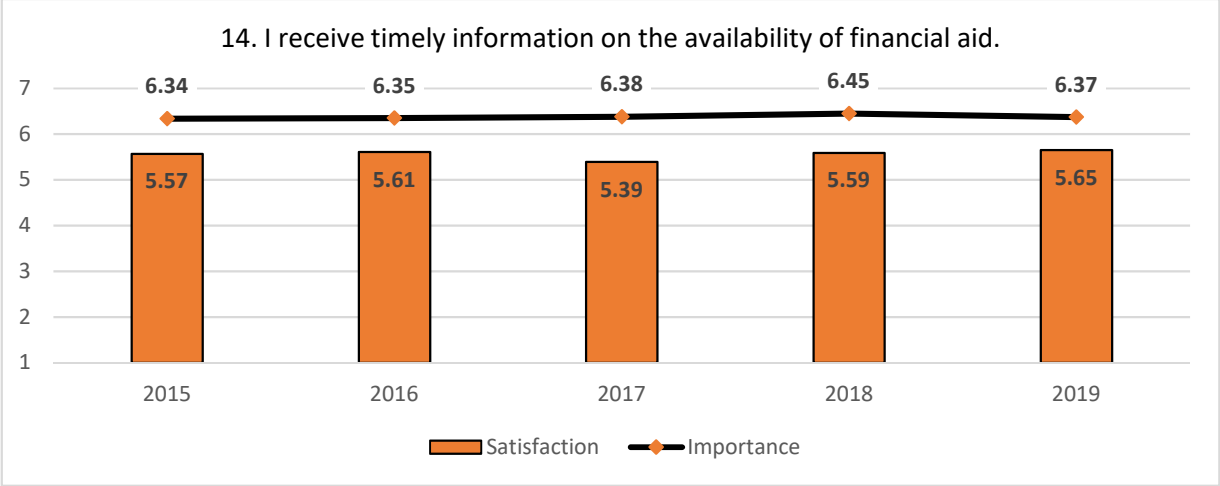

9. Adequate financial aid is available.
6.38
6.40
6.39
6.47
6.35
5.62
5.69
5.61
5.64
5.59
7
6
5
4
3
2
1
2015
2016
2017
2018
2019
Satisfaction
Importance

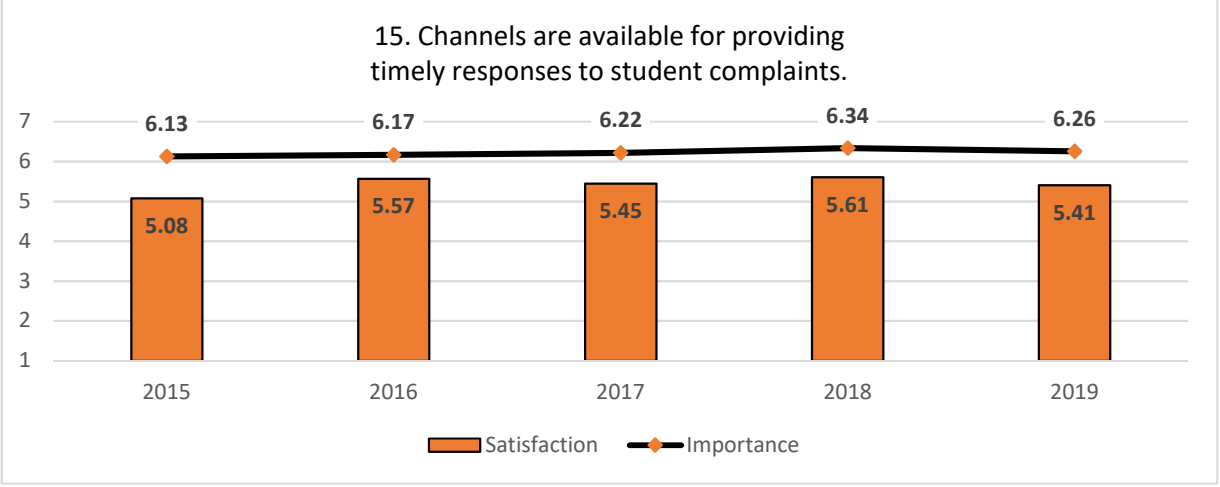

10. This institution responds quickly when I request information.
7
6
5
4
3
2
1
6.46
6.49
6.47
6.54
6.32
5.42
5.77
5.60
5.76
5.63
2015
2016
2017
2018
2019
Satisfaction
Importance

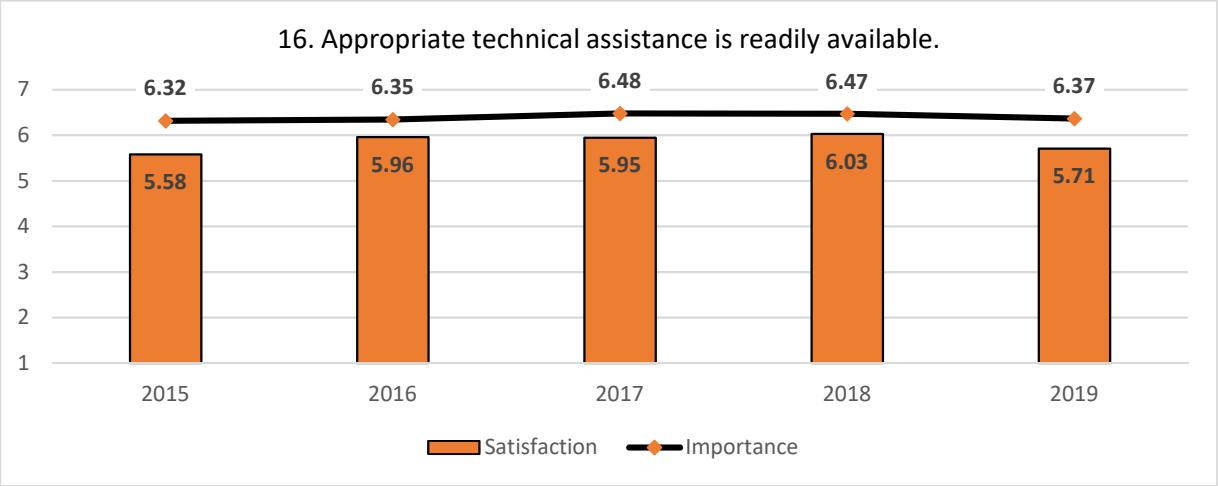

11. Student assignments are clearly defined in the syllabus.
7
6
5
4
3
2
1
6.54
6.45
6.64
6.69
6.51
5.64
5.75
6.04
5.98
5.85
2015
2016
2017
2018
2019
Satisfaction
Importance

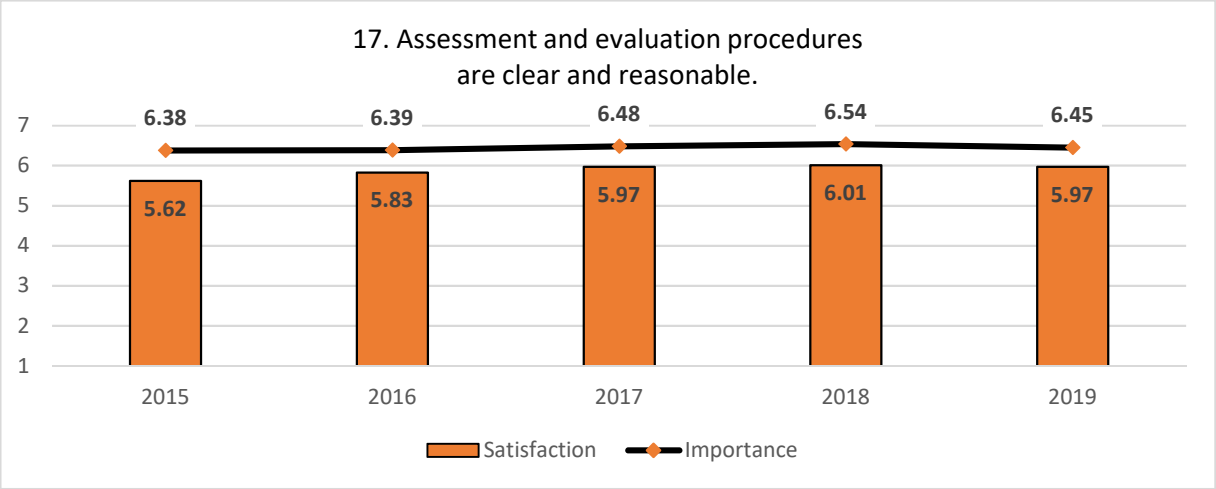

12. There are sufficient offerings within my program of study.
7
6
5
4
3
2
1
6.52
6.47
6.58
6.57
6.49
5.64
5.69
5.85
5.93
5.89
2015
2016
2017
2018
2019
Satisfaction
Importance

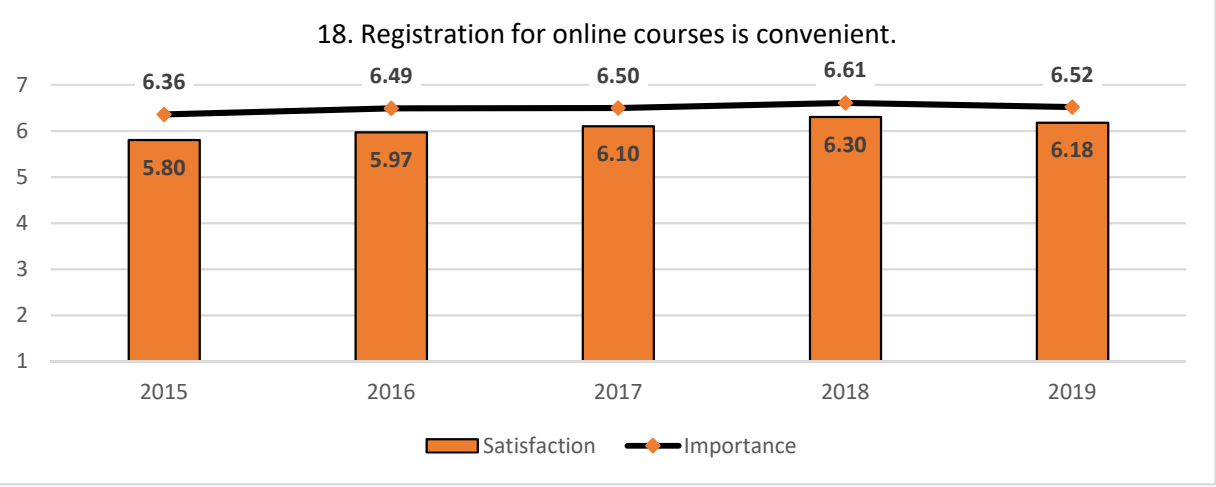

13. The frequency of student and instructor interactions is adequate.
7
6
5
4
3
2
1
6.27
6.12
6.40
6.45
6.39
5.49
5.63
5.91
6.07
5.94
2015
2016
2017
2018
2019
Satisfaction
Importance

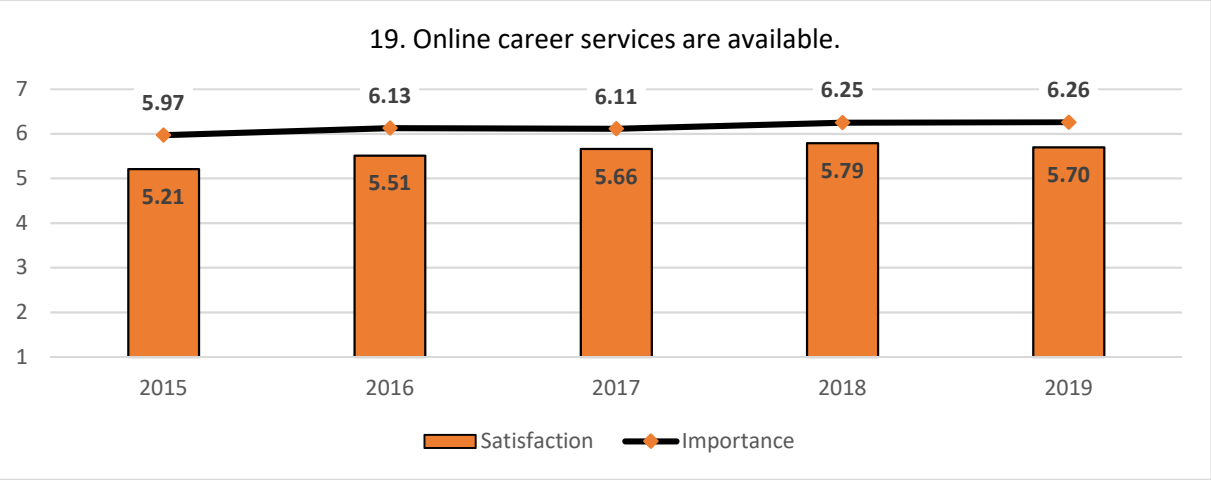

14. I receive timely information on the availability of financial aid.
7
6
5
4
3
2
1
6.34
6.35
6.38
6.45
6.37
5.57
5.61
5.39
5.59
5.65
2015
2016
2017
2018
2019
Satisfaction
Importance

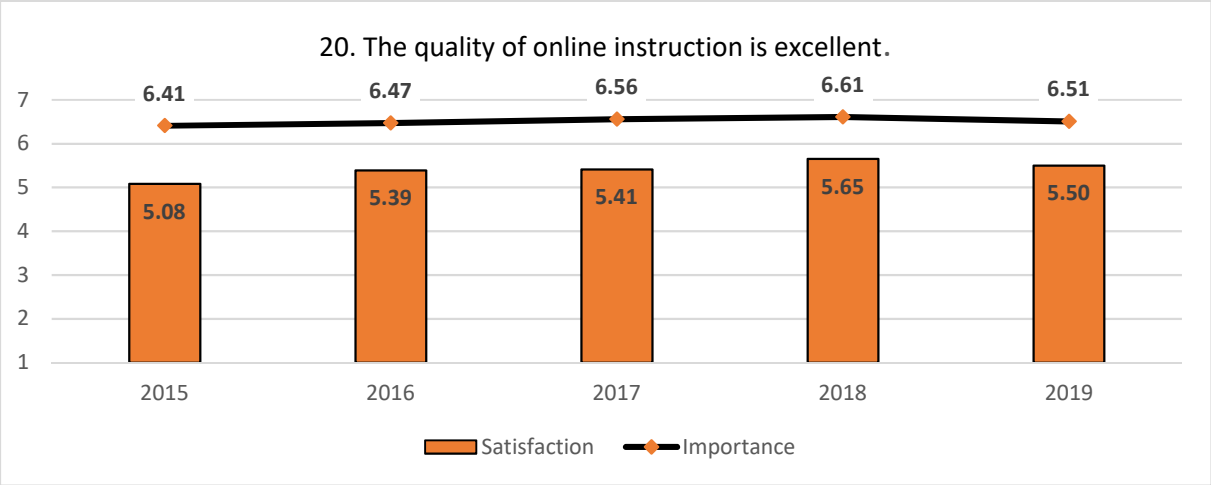

15. Channels are available for providing timely responses to student complaints.
7
6
5
4
3
2
1
6.13
6.17
6.22
6.34
6.26
5.08
5.57
5.45
5.61
5.41
2015
2016
2017
2018
2019
Satisfaction
Importance

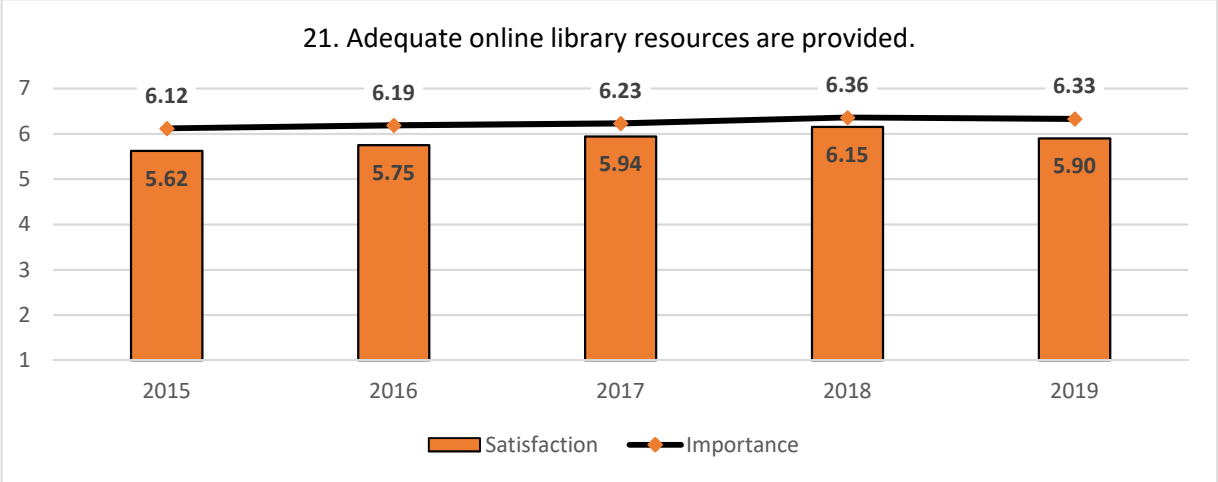

16. Appropriate technical assistance is readily available.
7
6
5
4
3
2
1
6.32
6.35
6.48
6.47
6.37
5.58
5.96
5.95
6.03
5.71
2015
2016
2017
2018
2019
Satisfaction
Importance

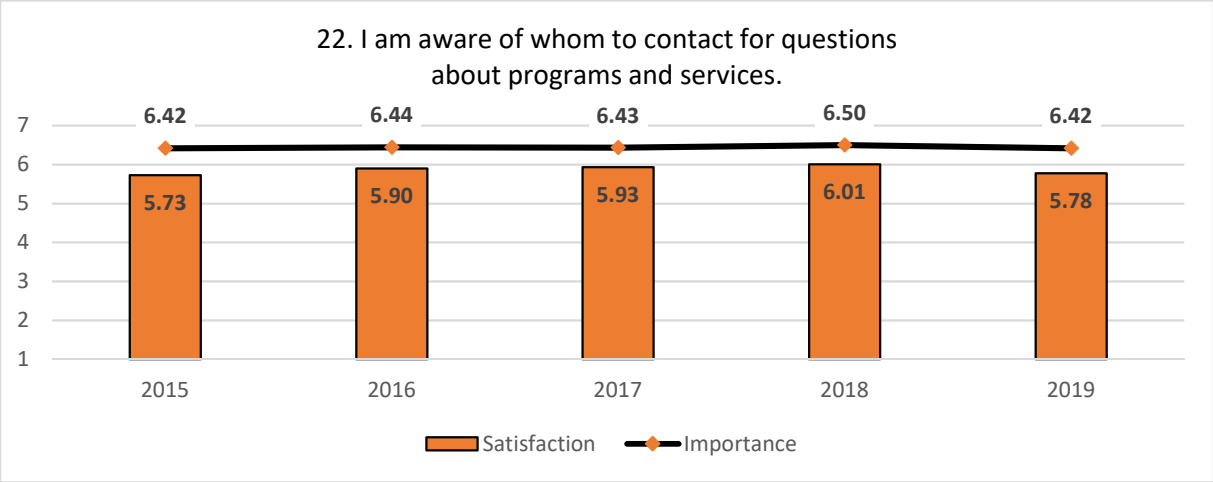

17. Assessment and evaluation procedures are clear and reasonable.
7
6
5
4
3
2
1
6.38
6.39
6.48
6.54
6.45
5.62
5.83
5.97
6.01
5.97
2015
2016
2017
2018
2019
Satisfaction
Importance

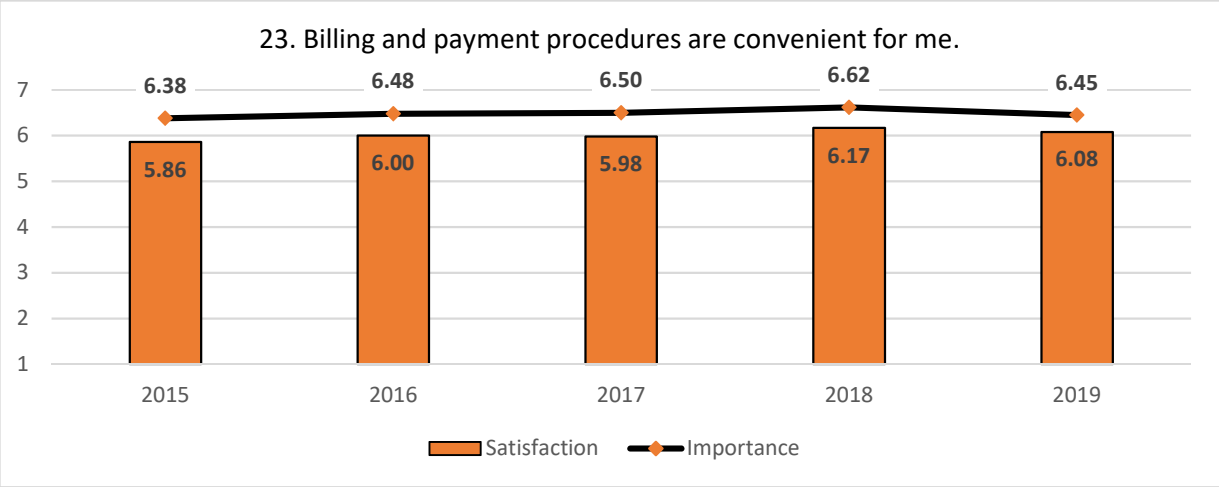

18. Registration for online courses is convenient.
7
6
5
4
3
2
1
6.36
6.49
6.50
6.61
6.52
5.80
5.97
6.10
6.30
6.18
2015
2016
2017
2018
2019
Satisfaction
Importance

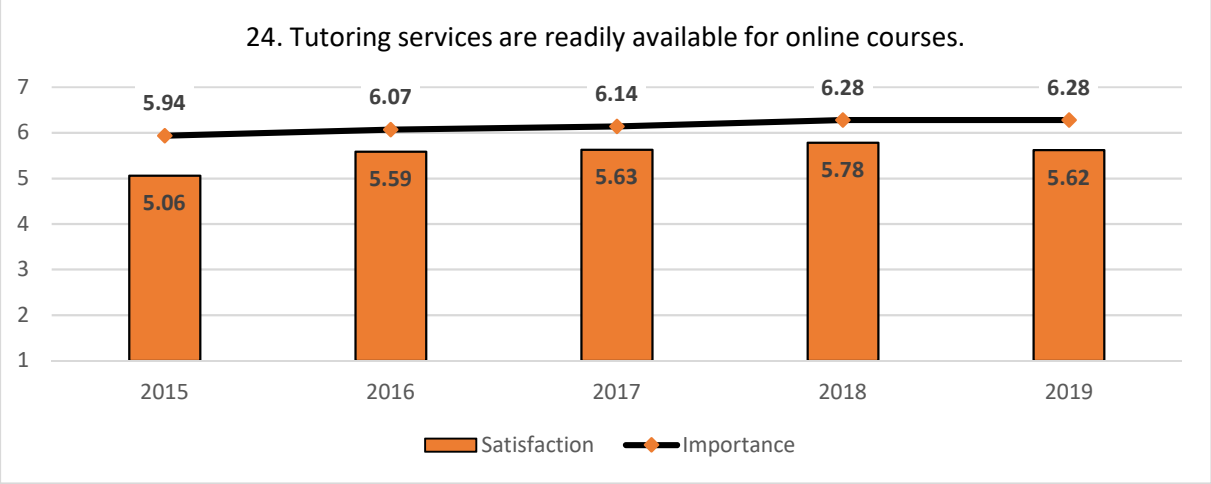

19. Online career services are available.
7
6
5
4
3
2
1
5.97
6.13
6.11
6.25
6.26
5.21
5.51
5.66
5.79
5.70
2015
2016
2017
2018
2019
Satisfaction
Importance

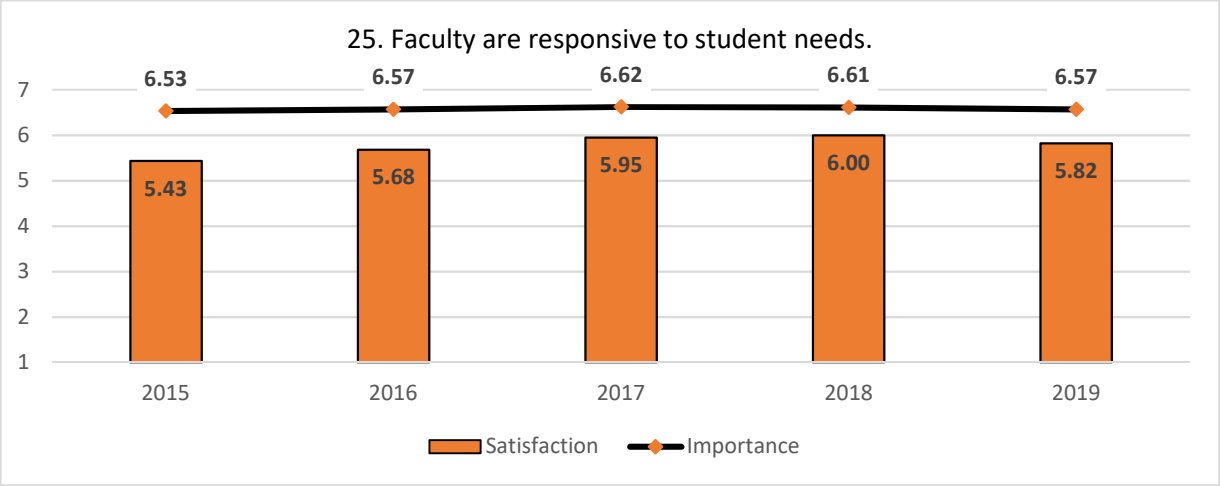

20. The quality of online instruction is excellent.
7
6
5
4
3
2
1
6.41
6.47
6.56
6.61
6.51
5.08
5.39
5.41
5.65
5.50
2015
2016
2017
2018
2019
Satisfaction
Importance

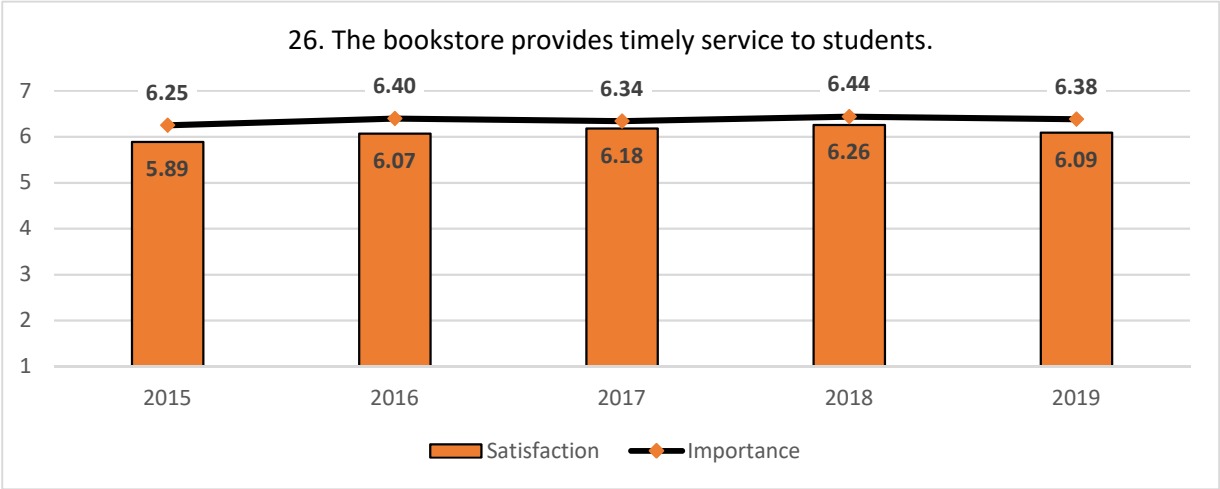

21. Adequate online library resources are provided.
7
6
5
4
3
2
1
6.12
6.19
6.23
6.36
6.33
5.62
5.75
5.94
6.15
5.90
2015
2016
2017
2018
2019
Satisfaction
Importance

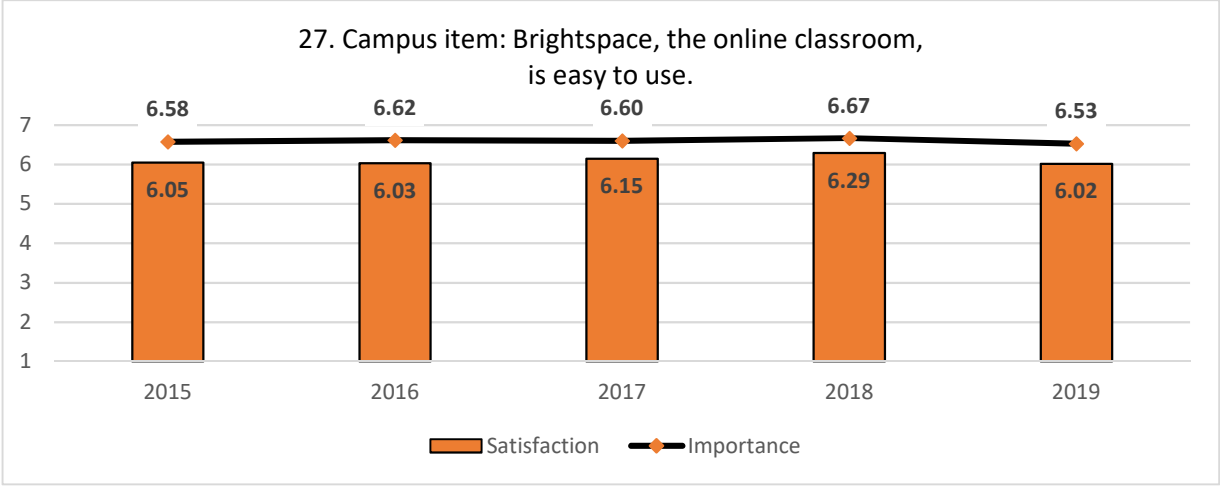

22. I am aware of whom to contact for questions about programs and services.
7
6
5
4
3
2
1
6.42
6.44
6.43
6.50
6.42
5.73
5.90
5.93
6.01
5.78
2015
2016
2017
2018
2019
Satisfaction
Importance

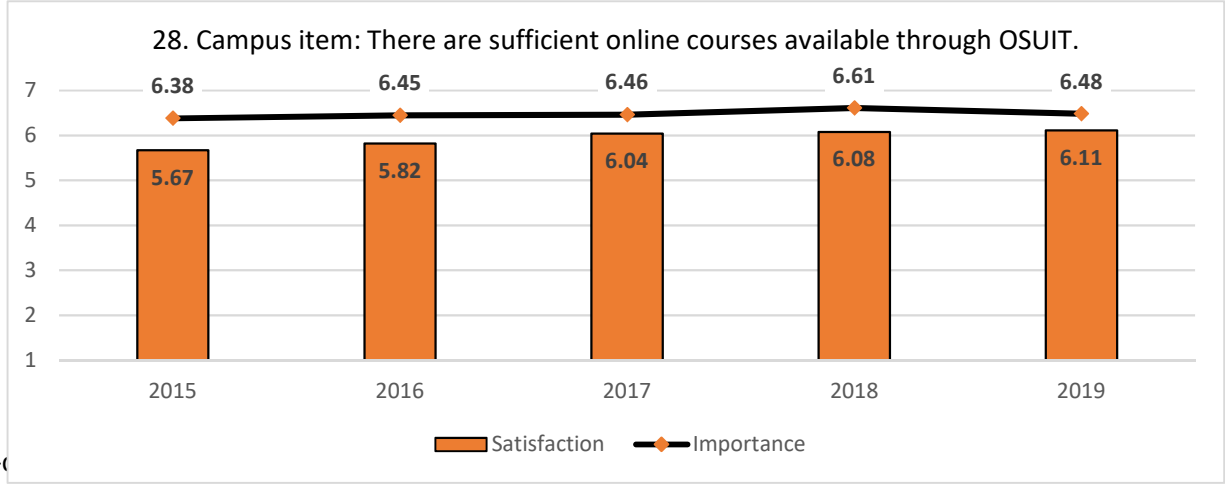

23. Billing and payment procedures are convenient for me.
7
6
5
4
3
2
1
6.38
6.48
6.50
6.62
6.45
5.86
6.00
5.98
6.17
6.08
2015
2016
2017
2018
2019
Satisfaction
Importance

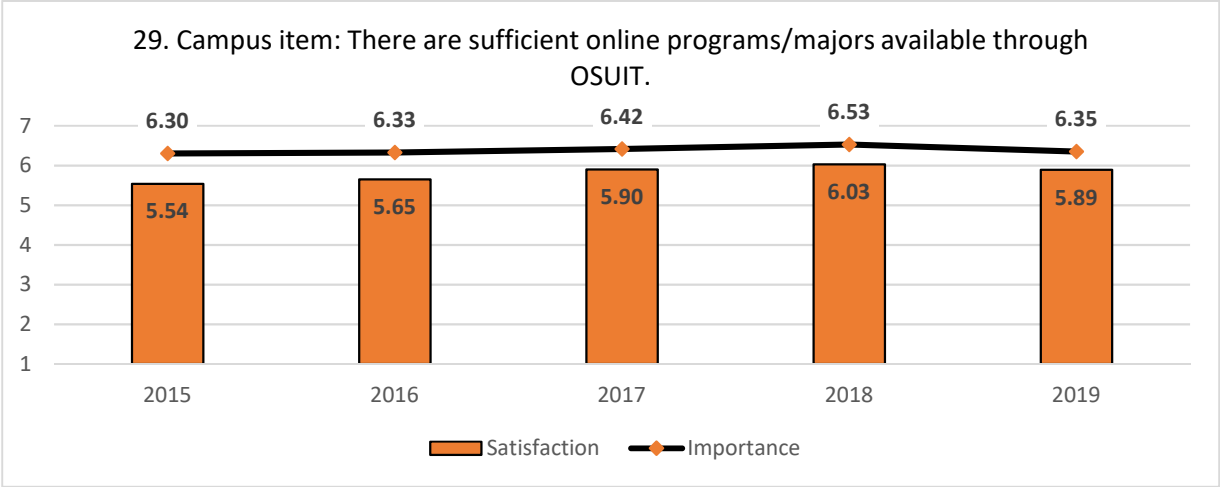

24. Tutoring services are readily available for online courses.
7
6
5
4
3
2
1
5.94
6.07
6.14
6.28
6.28
5.06
5.59
5.63
5.78
5.62
2015
2016
2017
2018
2019
Satisfaction
Importance

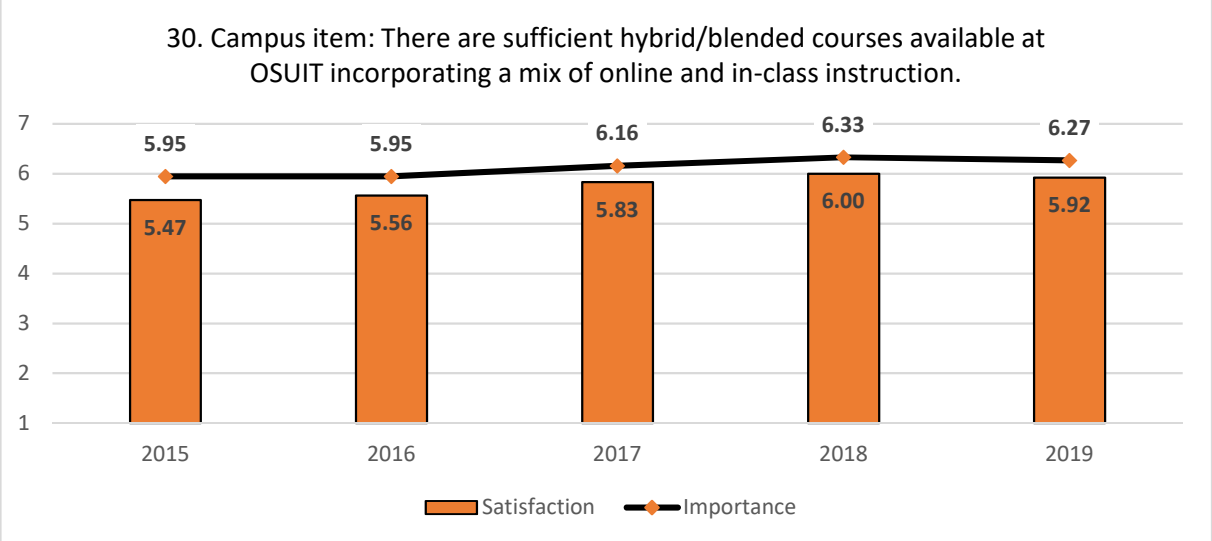

25. Faculty are responsive to student needs.
6.53
6.57
6.62
6.61
6.57
5.43
5.68
5.95
6.00
5.82
7
6
5
4
3
2
1
2015
2016
2017
2018
2019
Satisfaction
Importance

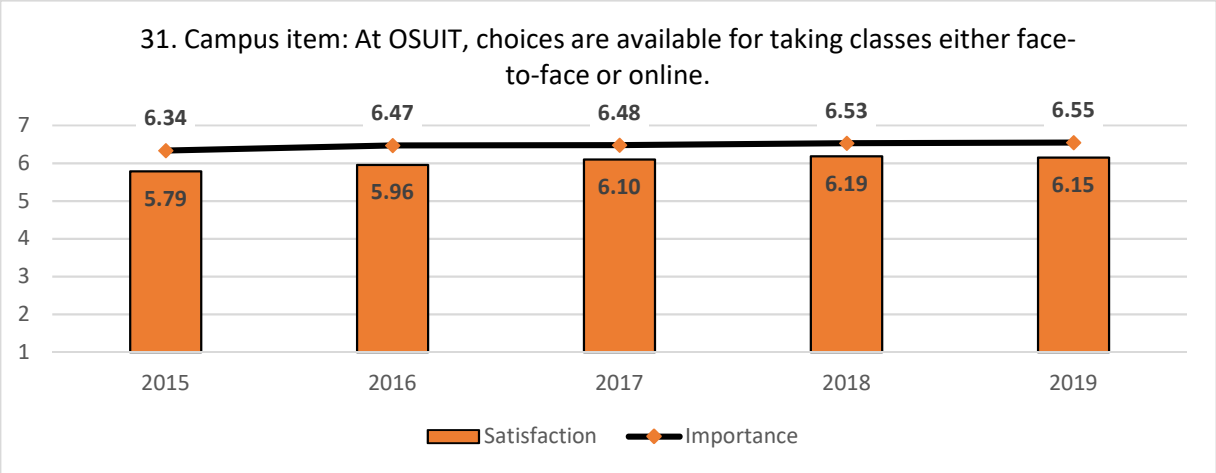

26. The bookstore provides timely service to students.
6.25
6.40
6.34
6.44
6.38
5.89
6.07
6.18
6.26
6.09
7
6
5
4
3
2
1
2015
2016
2017
2018
2019
Satisfaction
Importance

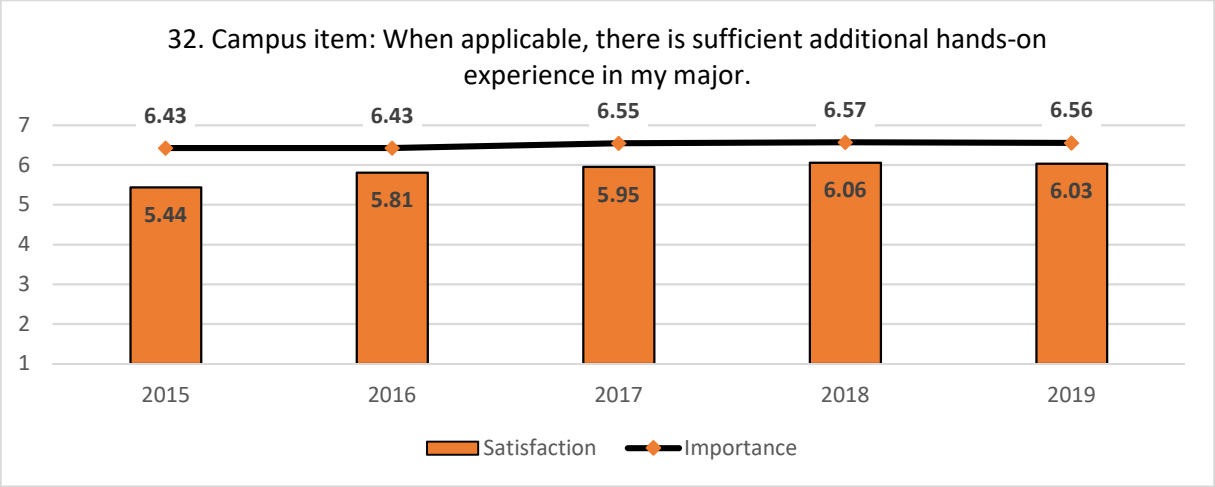

27. Campus item: Brightspace, the online classroom, is easy to use.
6.58
6.62
6.60
6.67
6.53
6.05
6.03
6.15
6.29
6.02
7
6
5
4
3
2
1
2015
2016
2017
2018
2019
Satisfaction
Importance


28. Campus item: There are sufficient online courses available through OSUIT.
7
6
5
4
3
2
1
6.38
6.45
6.46
6.61
6.48
5.67
5.82
6.04
6.08
6.11
2015
2016
2017
2018
2019
Satisfaction
Importance


29. Campus item: There are sufficient online programs/majors available through OSUIT.
7
6
5
4
3
2
1
6.30
6.33
6.42
6.53
6.35
5.54
5.65
5.90
6.03
5.89
2015
2016
2017
2018
2019
Satisfaction
Importance


30. Campus item: There are sufficient hybrid/blended courses available at OSUIT incorporating a mix of online and in-class instruction.
7
6
5
4
3
2
1
5.95
5.95
6.16
6.33
6.27
5.47
5.56
5.83
6.00
5.92
2015
2016
2017
2018
2019
Satisfaction
Importance


31. Campus item: At OSUIT, choices are available for taking classes either face-to-face or online.
7
6
5
4
3
2
1
6.34
6.47
6.48
6.53
6.55
5.79
5.96
6.10
6.19
6.15
2015
2016
2017
2018
2019
Satisfaction
Importance


32. Campus item: When applicable, there is sufficient additional hands-on experience in my major.
7
6
5
4
3
2
1
6.43
6.43
6.55
6.57
6.56
5.44
5.81
5.95
6.06
6.03
2015
2016
2017
2018
2019
Satisfaction
Importance

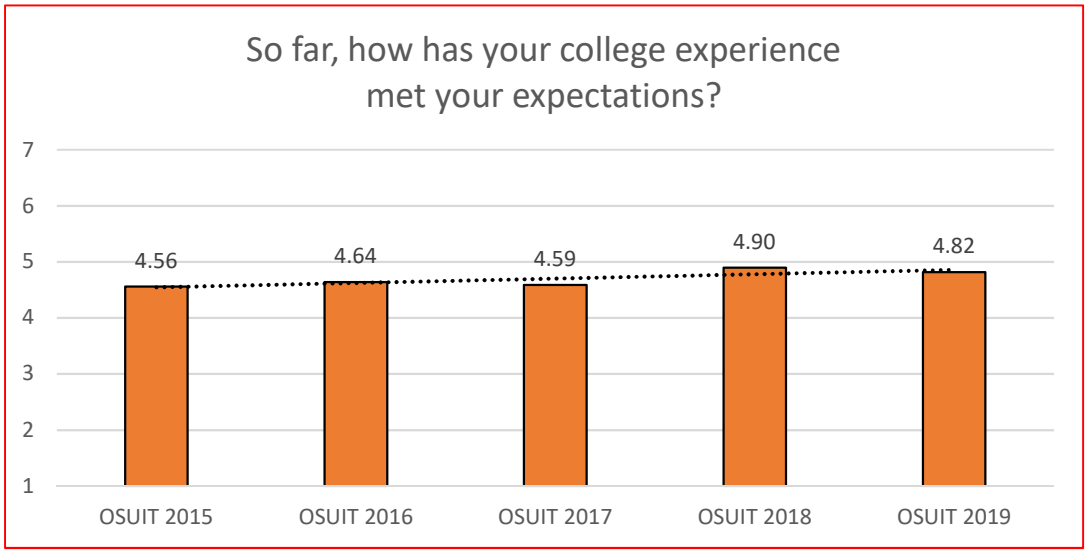
Summary Items

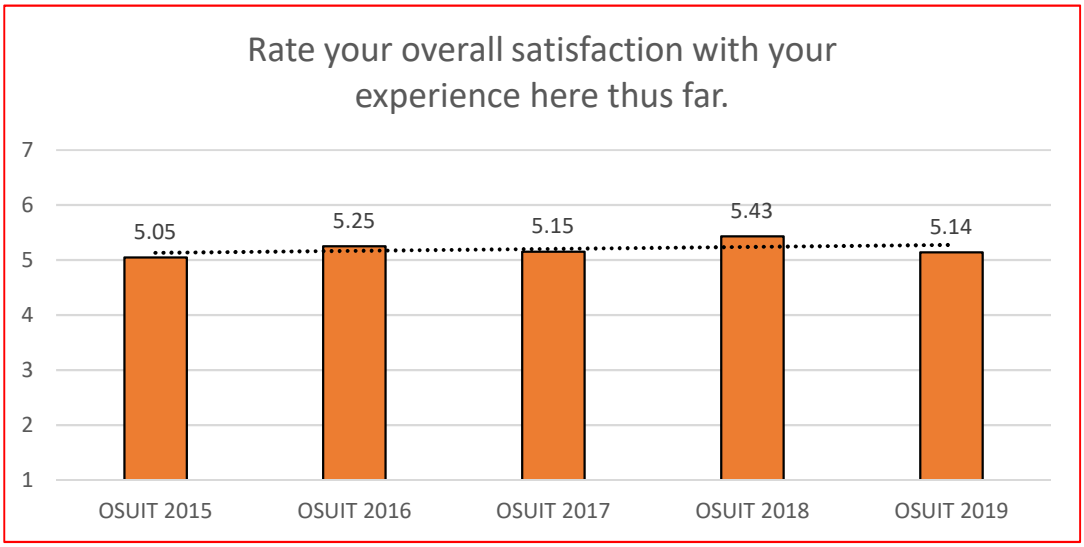
Five years of weighted means and response percentages

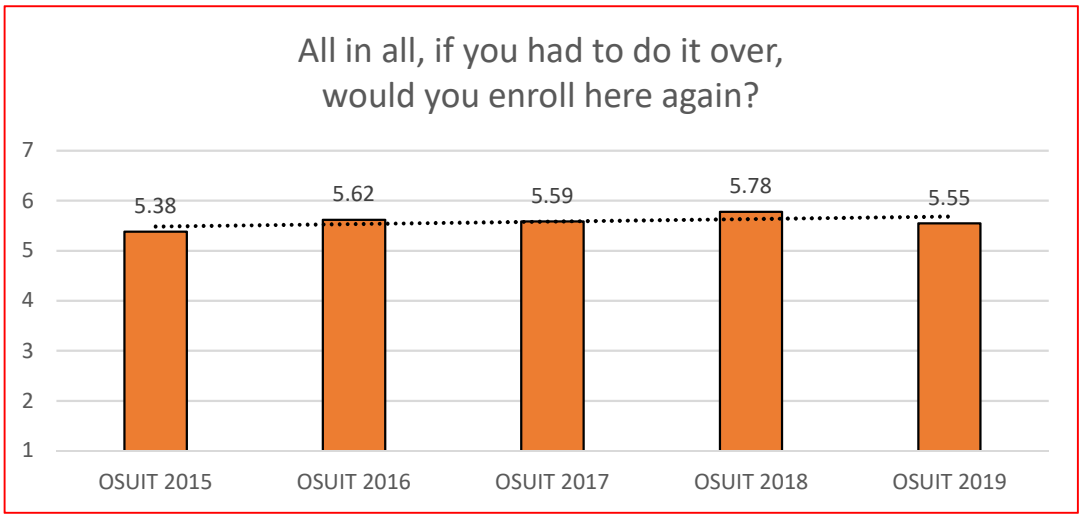
So far, how has your college experience met your expectations?	OSUIT 2015	OSUIT 2016	OSUIT 2017	OSUIT 2018	OSUIT 2019
	4.56	4.64	4.59	4.90	4.82
1=Much worse than expected	4%	3%	4%	2%	3%
2=Quite a bit worse than I expected	3%	2%	2%	2%	2%
3=Worse than I expected	9%	11%	11%	9%	12%
4=About what I expected	37%	34%	32%	31%	26%
5=Better than I expected	15%	20%	23%	19%	21%
6=Quite a bit better than I expected	12%	11%	10%	11%	14%
7=Much better than expected	15%	15%	14%	23%	19%

Rate your overall satisfaction with your experience here thus far.	OSUIT 2015	OSUIT 2016	OSUIT 2017	OSUIT 2018	OSUIT 2019
	5.05	5.25	5.15	5.43	5.14
1=Not satisfied at all	5%	4%	3%	3%	2%
2=Not very satisfied	8%	5%	4%	2%	5%
3=Somewhat dissatisfied	5%	5%	9%	6%	9%
4=Neutral	10%	11%	11%	11%	14%
5=Somewhat satisfied	13%	11%	16%	17%	13%
6=Satisfied	38%	37%	33%	32%	32%
7=Very satisfied	17%	23%	20%	27%	21%

All in all, if you had to do it over, would you enroll here again?	OSUIT 2015	OSUIT 2016	OSUIT 2017	OSUIT 2018	OSUIT 2019
	5.38	5.62	5.59	5.78	5.55
1=Definitely not	5%	2%	4%	2%	3%
2=Probably not	4%	5%	5%	3%	7%
3=Maybe not	5%	3%	1%	4%	3%
4=I don't know	9%	11%	11%	6%	10%
5=Maybe yes	8%	10%	6%	9%	9%
6=Probably yes	34%	27%	32%	31%	26%
7=Definitely yes	31%	40%	37%	41%	39%


So far, how has your college experience met your expectations?
7
6
5
4
3
2
1
4.56
4.64
4.59
4.90
4.82
OSUIT 2015
OSUIT 2016
OSUIT 2017
OSUIT 2018
OSUIT 2019


Rate your overall satisfaction with your experience here thus far.
7
6
5
4
3
2
1
5.05
5.25
5.15
5.43
5.14
OSUIT 2015
OSUIT 2016
OSUIT 2017
OSUIT 2018
OSUIT 2019


All in all, if you had to do it over, would you enroll here again?
7
6
5
4
3
2
1
5.38
5.62
5.59
5.78
5.55
OSUIT 2015
OSUIT 2016
OSUIT 2017
OSUIT 2018
OSUIT 2019

APPENDIX D:

Sources of Information and Factors to Enroll:

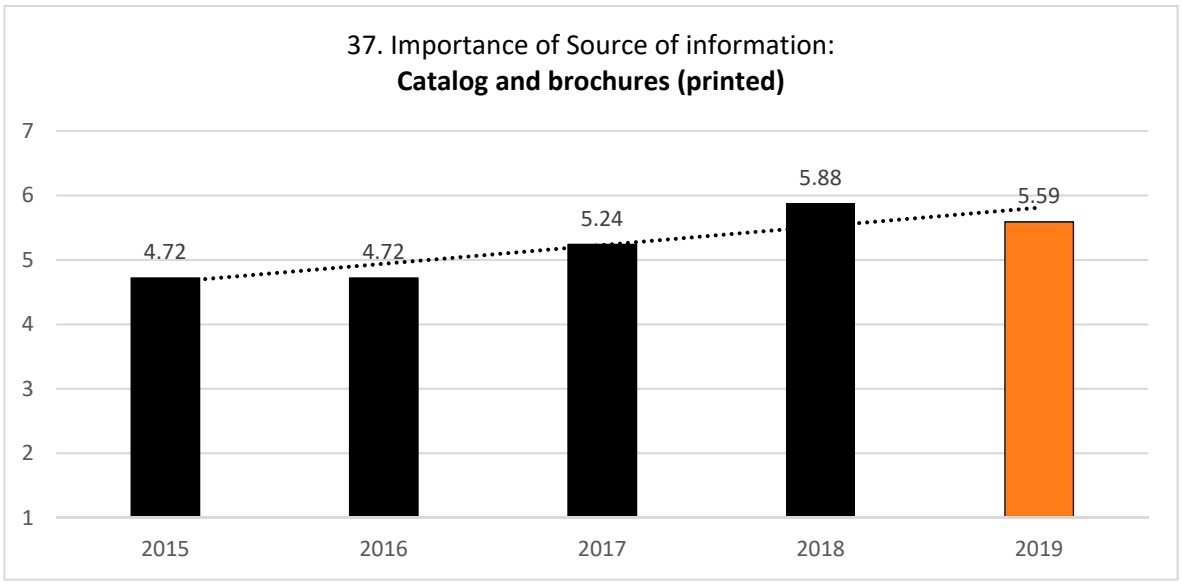
At-a-Glance and Five-Year Comparison

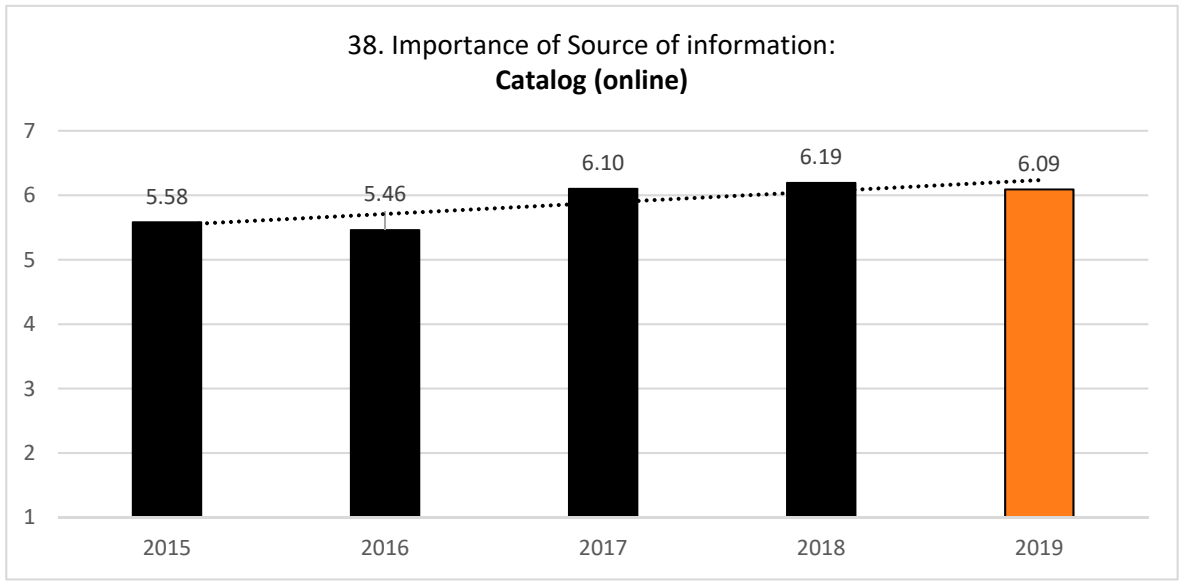
At-a-Glance:
-Sources of Information
-Factors to Enroll
In Order of Importance

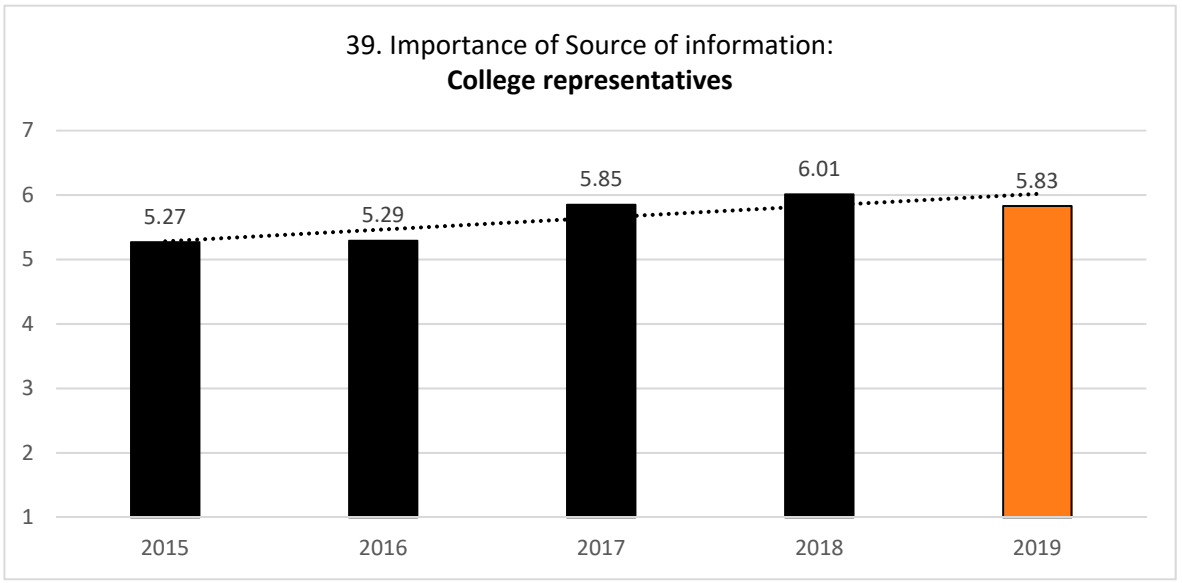
1 = not important at all
2 = not very important
3 = somewhat unimportance
4 = neutral
5 = somewhat important
6 = important
7 = very important

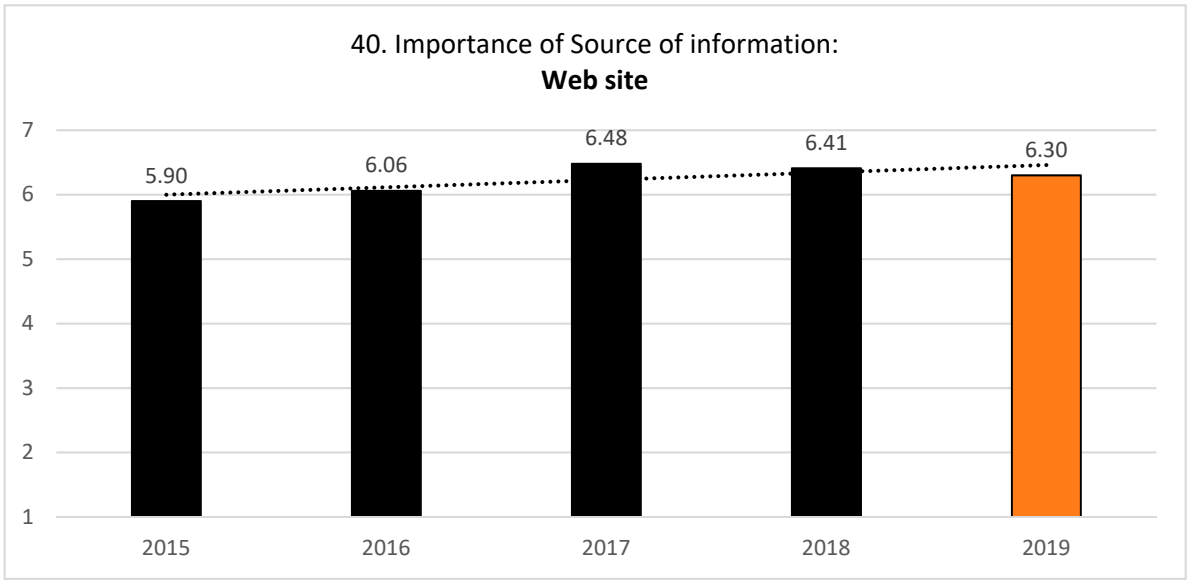
Sources of Information	Importance
40. Web site	6.30
42. Recommendation from instructor or program advisor	6.11
38. Catalog (online)	6.09
39. College representatives	5.83
43. Contact with current students and/or recent graduates of the program	5.76
37. Catalog and brochures (printed)	5.59
41. Advertisements	5.24

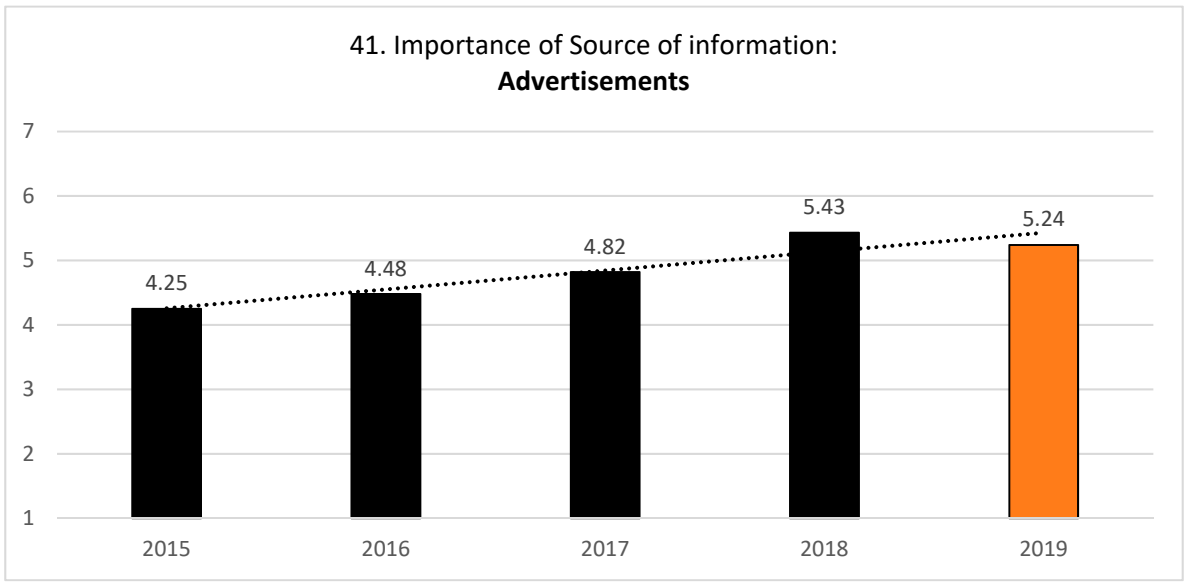
Factors to Enroll	Importance
45. Cost	6.32
47. Future employment opportunities	6.32
51. Convenience	6.31
53. Program requirements	6.25
46. Financial assistance available	6.21
49. Work schedule	6.19
44. Ability to transfer credits	6.18
48. Reputation of institution	6.18
50. Flexible pacing for completing a program	6.14
52. Distance from campus	5.81
54. Recommendations from employer	5.77

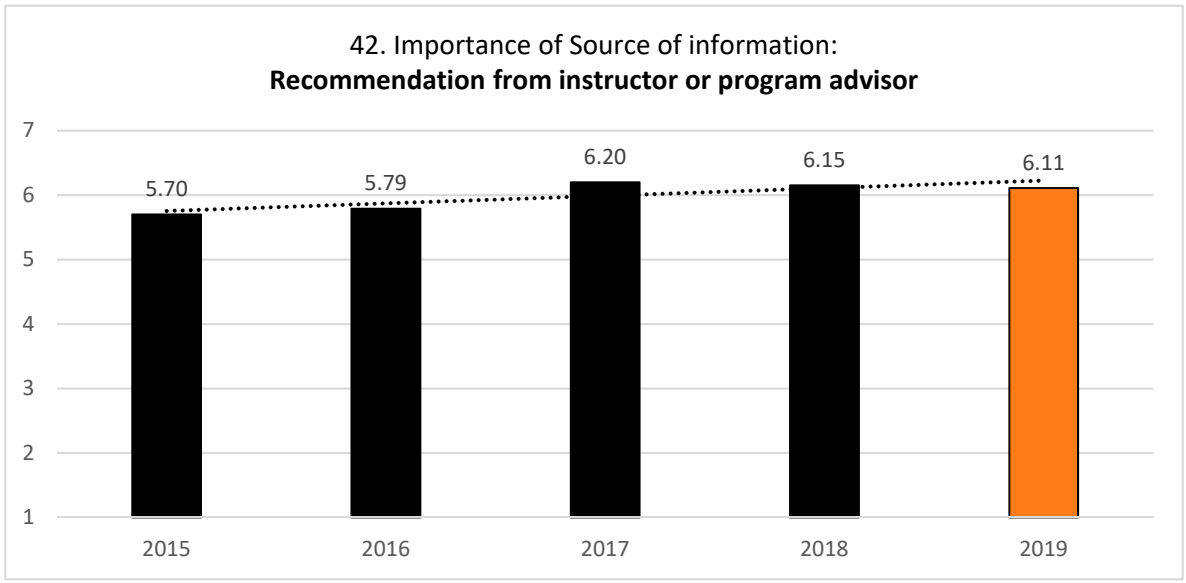

37. Importance of Source of information:
Catalog and brochures (printed)
7
6
5
4
3
2
1
4.72
4.72
5.24
5.88
5.59
2015
2016
2017
2018
2019

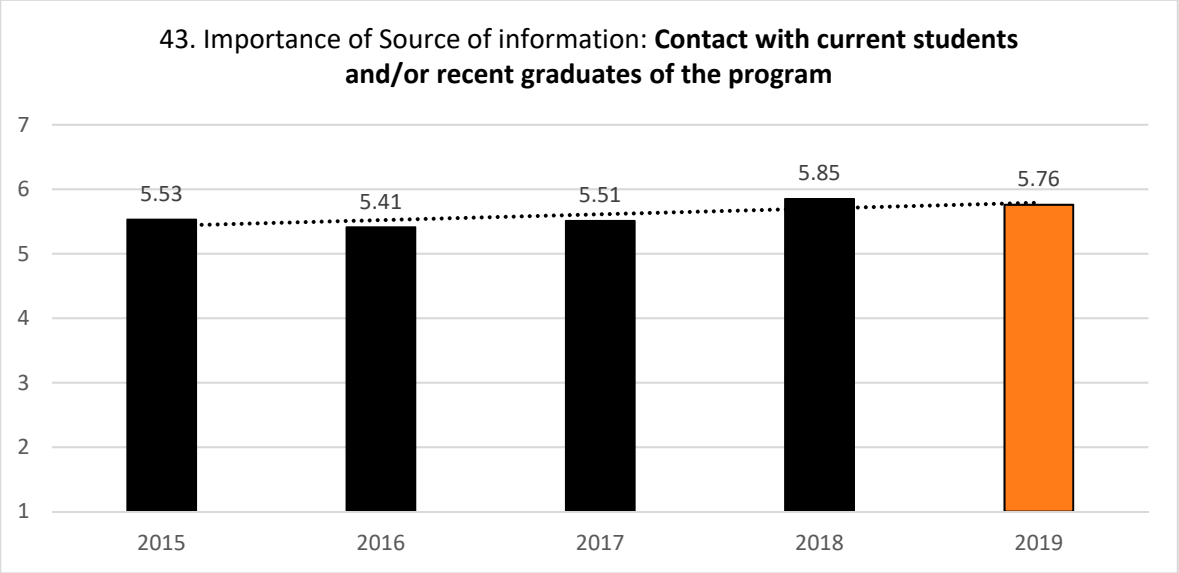

38. Importance of Source of information:
Catalog (online)
7
6
5
4
3
2
1
5.58
5.46
6.10
6.19
6.09
2015
2016
2017
2018
2019

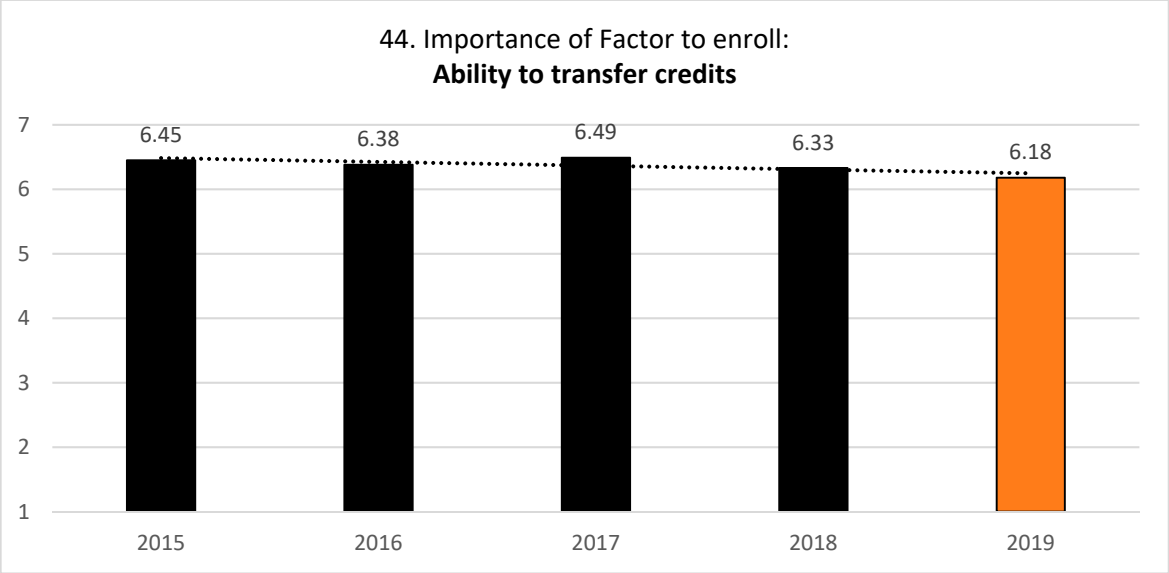

39. Importance of Source of information:
College representatives
7
6
5
4
3
2
1
5.27
5.29
5.85
6.01
5.83
2015
2016
2017
2018
2019

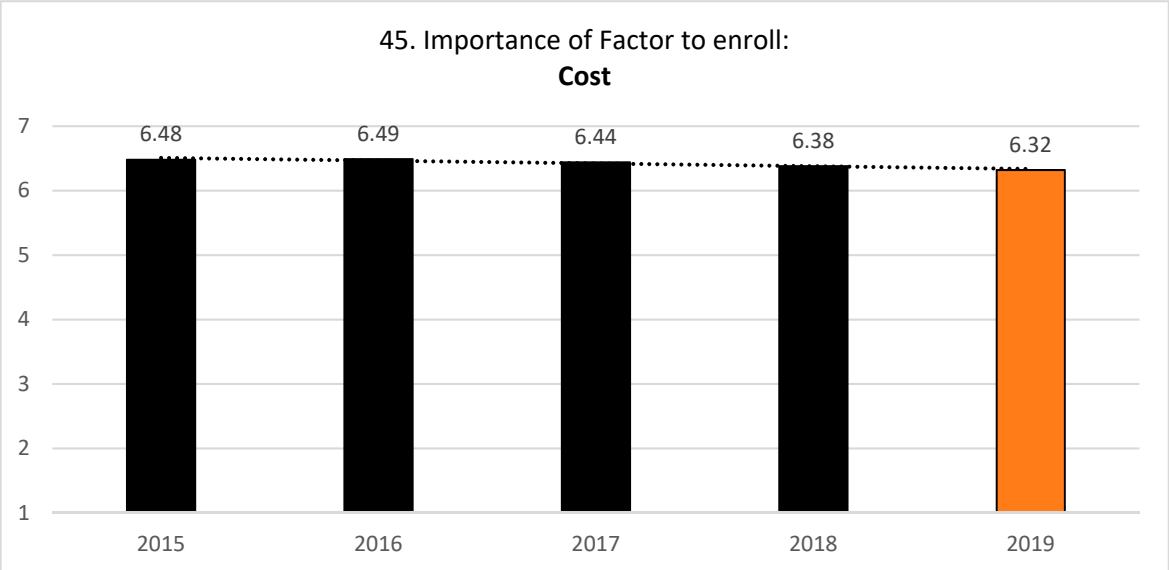

40. Importance of Source of information:
Web site
7
6
5
4
3
2
1
5.90
6.06
6.48
6.41
6.30
2015
2016
2017
2018
2019

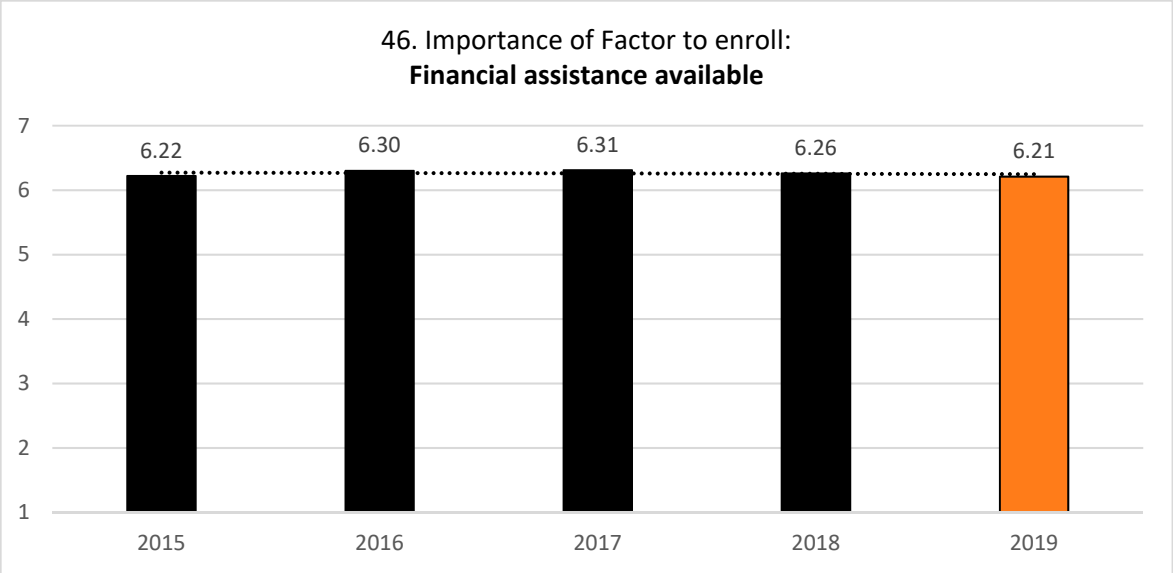

41. Importance of Source of information:
Advertisements
7
6
5
4
3
2
1
4.25
4.48
4.82
5.43
5.24
2015
2016
2017
2018
2019

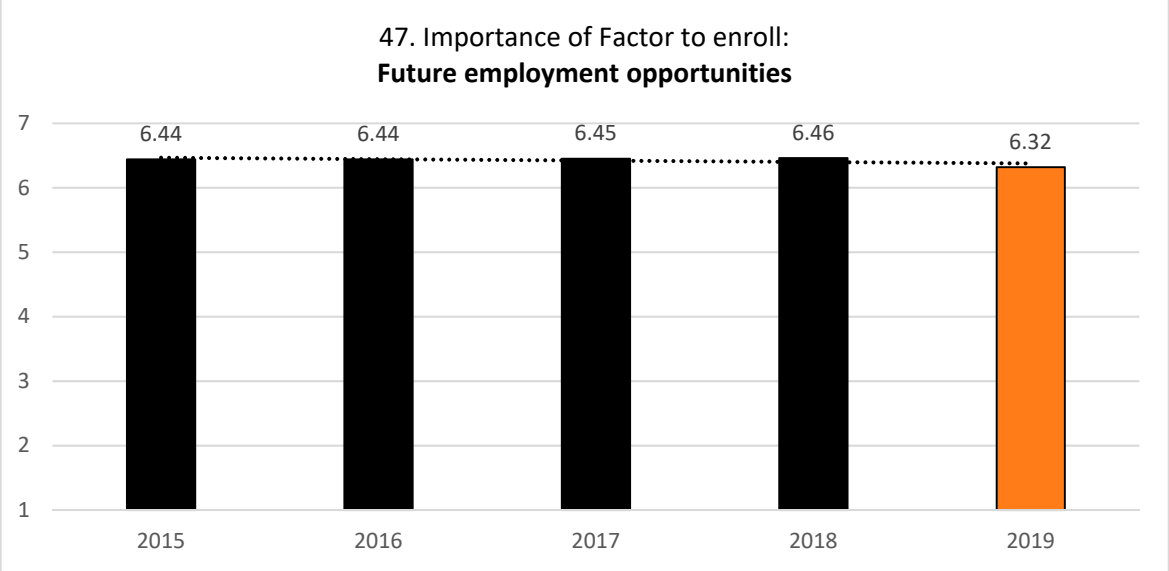

42. Importance of Source of information:
Recommendation from instructor or program advisor
7
6
5
4
3
2
1
5.70
5.79
6.20
6.15
6.11
2015
2016
2017
2018
2019

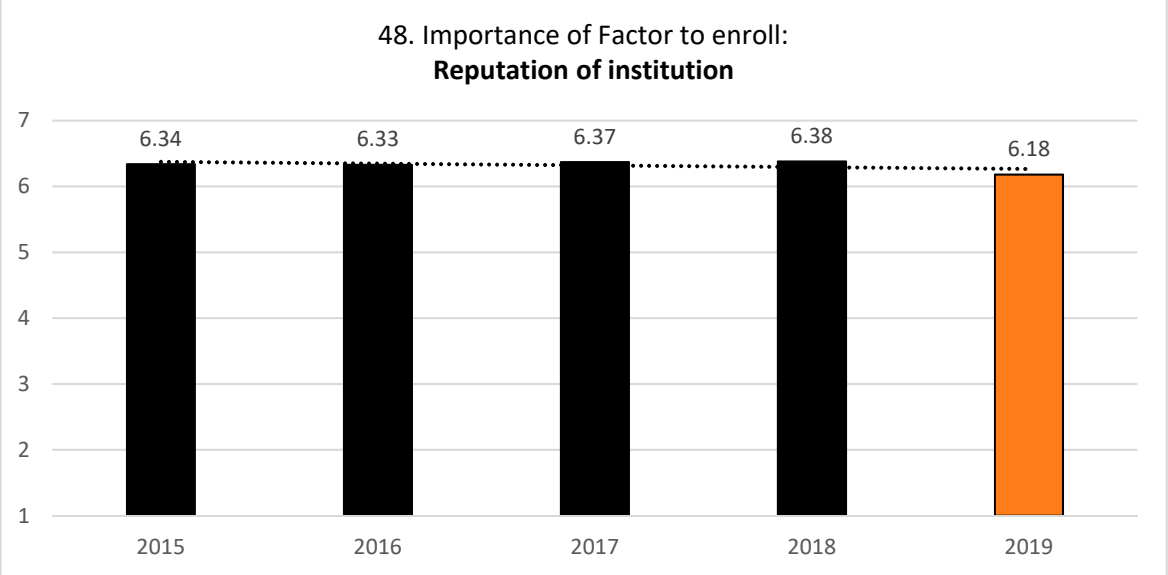

43. Importance of Source of information: **Contact with current students and/or recent graduates of the program**
7
6
5
4
3
2
1
5.53
5.41
5.51
5.85
5.76
2015
2016
2017
2018
2019

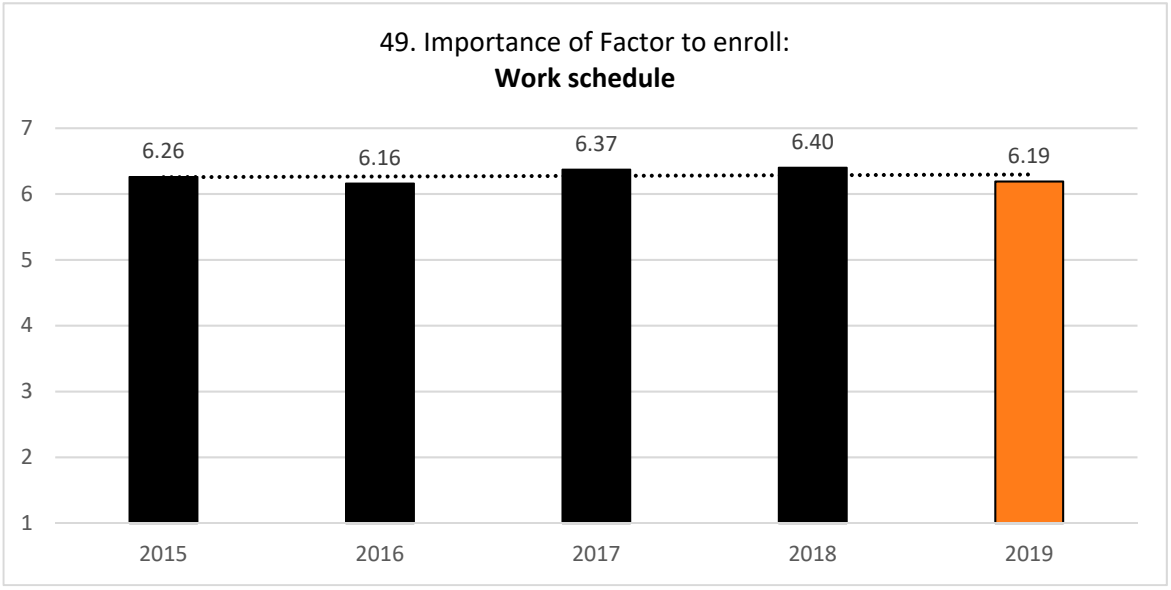

44. Importance of Factor to enroll:
Ability to transfer credits
7
6
5
4
3
2
1
6.45
6.38
6.49
6.33
6.18
2015
2016
2017
2018
2019

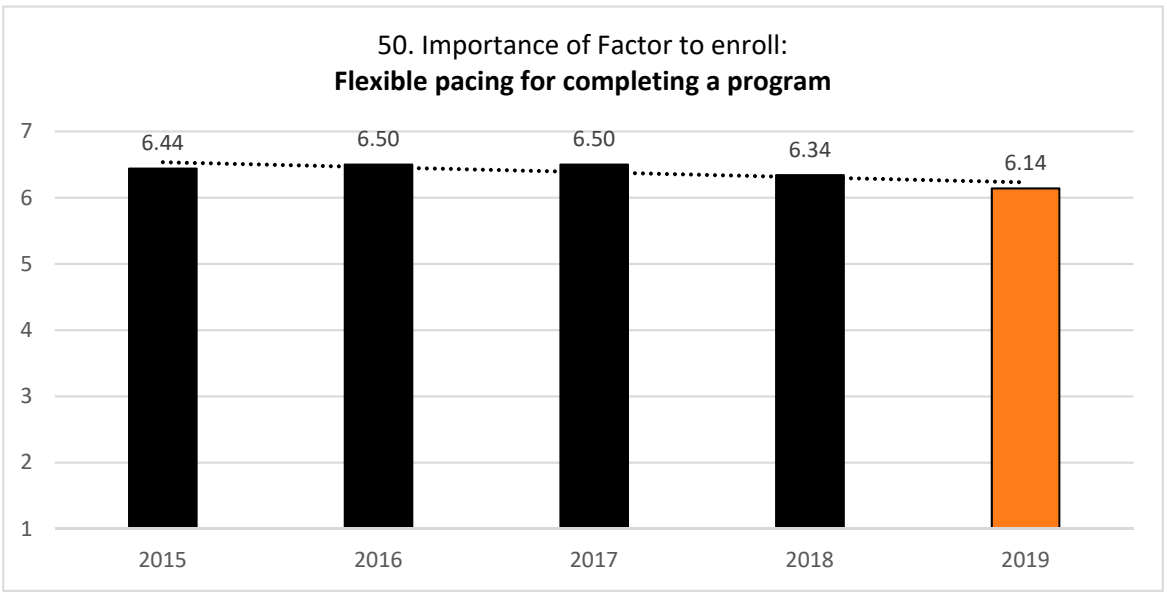

45. Importance of Factor to enroll:
Cost
7
6
5
4
3
2
1
6.48
6.49
6.44
6.38
6.32
2015
2016
2017
2018
2019

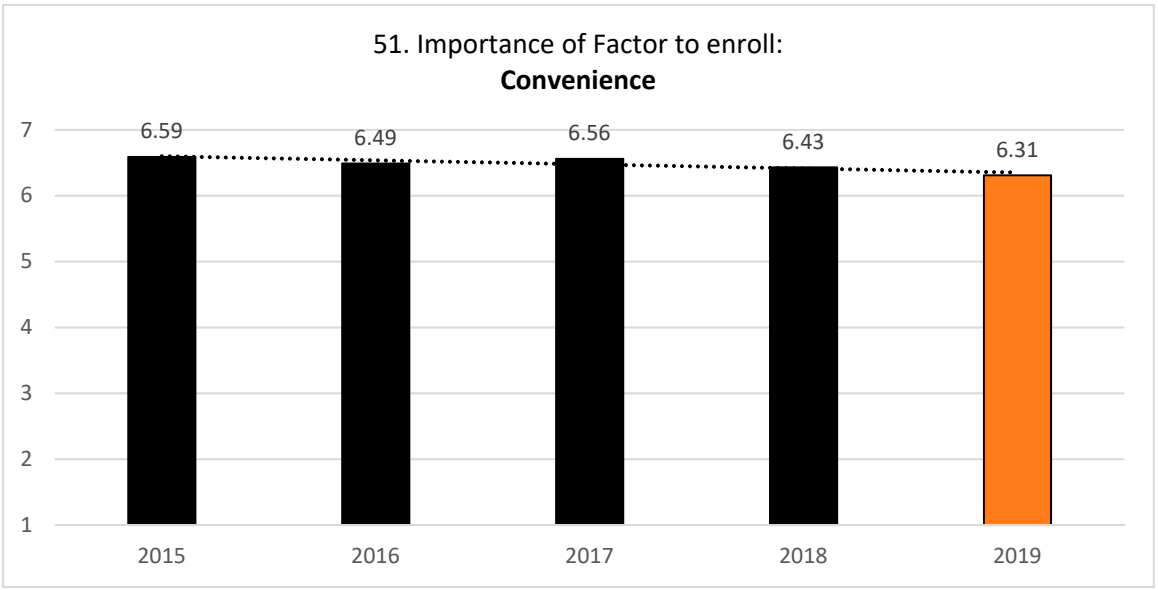

46. Importance of Factor to enroll:
Financial assistance available
7
6
5
4
3
2
1
6.22
6.30
6.31
6.26
6.21
2015
2016
2017
2018
2019

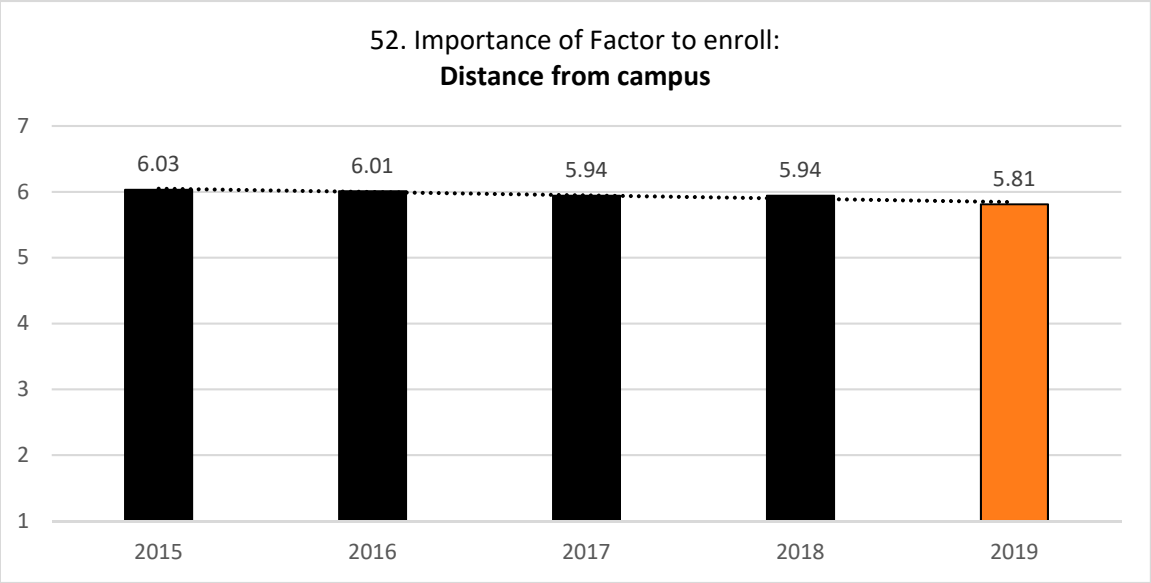

47. Importance of Factor to enroll:
Future employment opportunities
7
6
5
4
3
2
1
6.44
6.44
6.45
6.46
6.32
2015
2016
2017
2018
2019

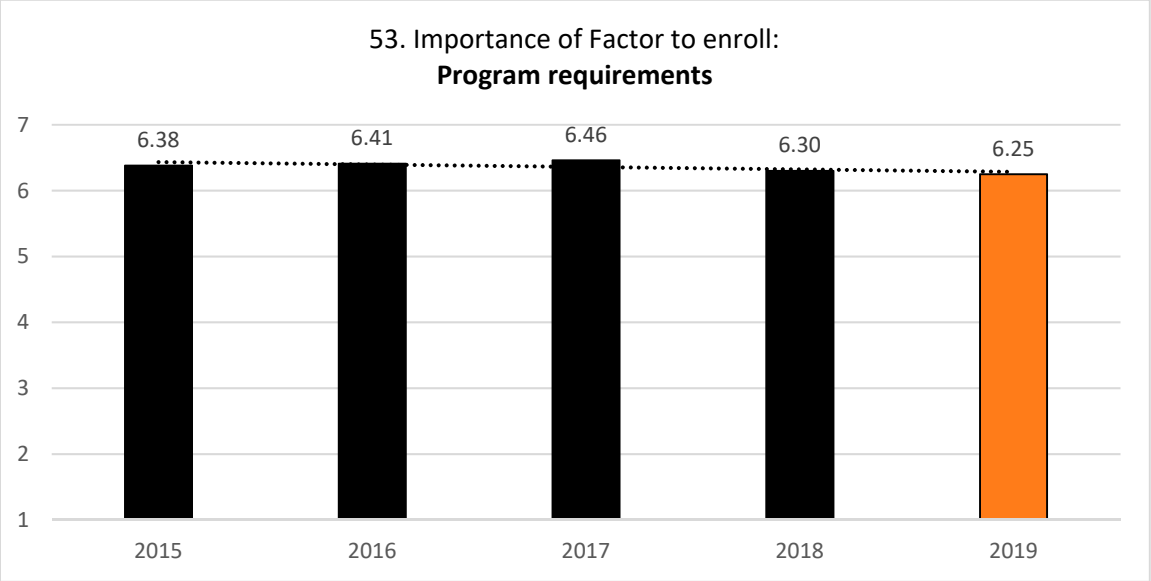

48. Importance of Factor to enroll:
Reputation of institution
7
6
5
4
3
2
1
6.34
6.33
6.37
6.38
6.18
2015
2016
2017
2018
2019

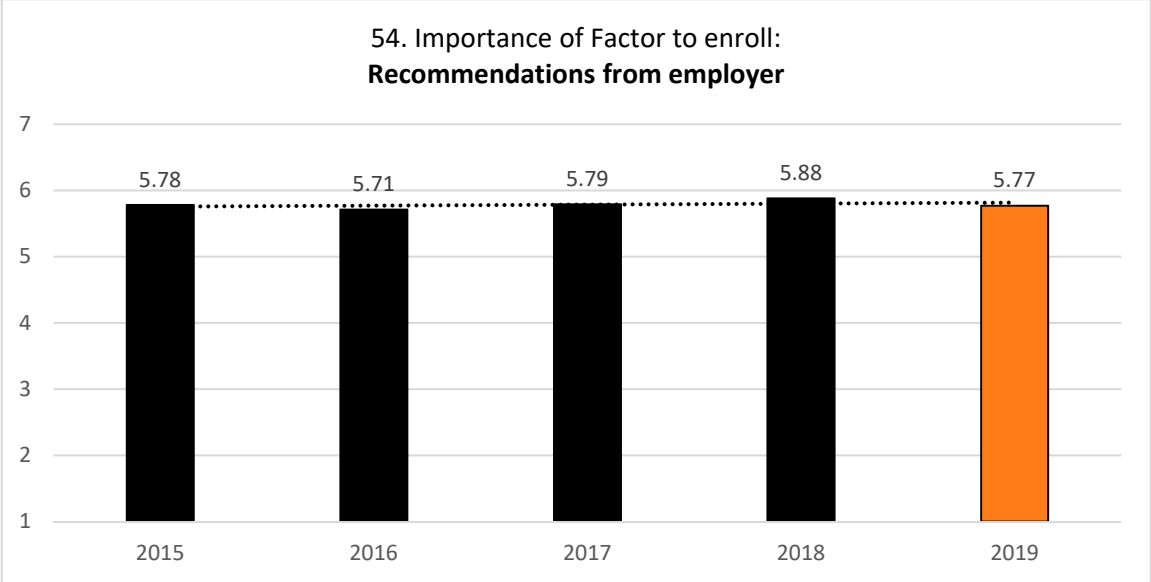

49. Importance of Factor to enroll:
Work schedule
7
6
5
4
3
2
1
6.26
6.16
6.37
6.40
6.19
2015
2016
2017
2018
2019


50. Importance of Factor to enroll:
Flexible pacing for completing a program
7
6
5
4
3
2
1
6.44
6.50
6.50
6.34
6.14
2015
2016
2017
2018
2019


51. Importance of Factor to enroll:
Convenience
7
6
5
4
3
2
1
6.59
6.49
6.56
6.43
6.31
2015
2016
2017
2018
2019


52. Importance of Factor to enroll:
Distance from campus
7
6
5
4
3
2
1
6.03
6.01
5.94
5.94
5.81
2015
2016
2017
2018
2019


53. Importance of Factor to enroll:
Program requirements
7
6
5
4
3
2
1
6.38
6.41
6.46
6.30
6.25
2015
2016
2017
2018
2019


54. Importance of Factor to enroll:
Recommendations from employer
7
6
5
4
3
2
1
5.78
5.71
5.79
5.88
5.77
2015
2016
2017
2018
2019