Factors Influencing Student & Faculty Satisfaction in the SUNY Learning Network

Spring 2000 Survey Results
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Introduction

SUNY is not creating a “Virtual University”
Introduction

SUNY is “virtualizing” our existing university system
Introduction

Overview...

- Faculty Development and Training
- Faculty Training Materials
- Ongoing Faculty Support
- Course Development Process
- Instructional Design & Support Team
- Technical Infrastructure (Servers/Telecommunications)
- Technical Support/7 x 24 Operational Support
- Policy Development
- Virtual Bookstore
- Marketing & Promotional Activities
- Research/Data Collection/Analysis
- Help Desk/7 days a week
- Central Inquiry Response Capacity
- Common Student Registration Process
- SUNY DL Web site
- Assisting Registrars
Background

Campus Responsibilities

- Offer courses
- Grant Degree
- Financial Aid
- Register students
- Advisement
- Academic Review
- Student Services
- Select Faculty
- ... continues to evolve
Background

Growth in campus participation

![Bar Chart]

- 95-96
- 96-97
- 97-98
- 98-99
- 99-00
- 00-01
Background

Growth in courses offered

![Graph showing growth in courses offered from 1995-96 to 2000-01.](graph.png)
Background

Growth in enrollments

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollments</th>
</tr>
</thead>
<tbody>
<tr>
<td>95-96</td>
<td>0</td>
</tr>
<tr>
<td>96-97</td>
<td>2000</td>
</tr>
<tr>
<td>97-98</td>
<td>4000</td>
</tr>
<tr>
<td>98-99</td>
<td>6000</td>
</tr>
<tr>
<td>99-00</td>
<td>8000</td>
</tr>
<tr>
<td>&quot;00-01&quot;</td>
<td>20000</td>
</tr>
</tbody>
</table>
Background

Growth in degree programs

- Certificates
- Associate
- Baccalaureate
- Graduate Degree

Years: 95-96, 96-97, 97-98, 98-99, 99-00
Results of the SLN - Spring 2000 Student Satisfaction Survey

Based on:
• 495 courses
• 42 campuses
• 7399 enrollments
• On-line survey at the end of the semester
• 1974 respondents
Age

- 16-25: 34%
- 26-35: 26%
- 36-45: 25%
- 46-55: 13%
- 56-65: 2%
- 66+: 2%
Gender

25% Male
75% Female
Academic Level

- Fresh/Soph: 42%
- Jun/Sen: 33%
- Grad: 13%
- Non-Matric: 12%

3.1% chose not to answer
Employment

- Full: 50%
- Part: 27%
- Non: 23%
Proximity to Campus

- 44%: On Campus
- 14%: < 30 min
- 27%: 30-60 min
- 10%: 1-2 hrs
- 5%: > 2 hrs
Online Experience

- First Course: 69%
- Second Course: 13%
- Third Course: 11%
- More than 3 courses: 7%

0.7% chose not to answer.
Prior Computer Skills

- 51% High
- 39% Average
- 9% Low
- 1% Zero
- 0.6% chose not to answer
“Overall I was very satisfied with this online course”

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>39%</td>
<td>40%</td>
<td>10%</td>
<td>6%</td>
<td>5%</td>
</tr>
</tbody>
</table>

0.9% chose not to answer
“Compared to your classroom experiences, how would you rate your level of learning in this online course?”

- 45% chose the option that the learning level was the same as in the classroom.
- 23% rated it as more than in the classroom.
- 15% found it much more than in the classroom.
- 12% thought it was less than in the classroom.
- 5% believed it was much less than in the classroom.
- 2.3% chose not to answer.

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“Overall, I had a great deal of interaction with my instructor in this online course”
“Overall the quality of my interaction with my instructor was very high.”

1.5% chose not to answer
“Overall my instructor provided very prompt feedback”

- 40% strongly agree
- 36% agree
- 9% neither
- 8% disagree
- 7% strongly disagree

1.0% chose not to answer
“Overall I received high quality feedback from my instructor”
“Overall my instructor provided clear expectations.”

- 43% strongly agree
- 40% agree
- 9% neither
- 5% disagree
- 3% strongly disagree

.8% chose not to answer
“Overall I had a great deal of interaction with my fellow online classmates in this online course.”

![Pie chart showing distribution of responses to the statement.]

- **Strongly Agree**: 36%
- **Agree**: 23%
- **Neither**: 15%
- **Disagree**: 7%
- **Strongly Disagree**: 19%

1.0% chose not to answer
“Compared to classroom-based instruction, how would you rate your level of participation in this online course?”

18% Much More
33% More
30% The same
14% Less
5% Much Less

1.7% chose not to answer
“Overall I was very satisfied with the SUNY Learning Network.”

- 43% Strongly Agree
- 44% Agree
- 9% Neither
- 3% Disagree
- 1% Strongly Disagree

1.7% chose not to answer
“Overall I was very satisfied with the technical support available from the SLN HelpDesk”

- Strongly Agree: 35%
- Agree: 37%
- Neither: 26%
- Disagree: 1%
- Strongly Disagree: 1%

4.4% chose not to answer
“Overall I am very satisfied with online learning.”

- 45% Strongly Agree
- 37% Agree
- 10% Neither
- 3% Disagree
- 5% Strongly Disagree
- 1.1% chose not to answer
“Which of the following was your primary reason for taking this course online?”

- Distance or a lack of transportation: 40%
- Conflicts with personal schedule: 17%
- Course not offered on campus / Schedule conflict: 15%
- Family responsibilities: 9%
- Interest in technology/Internet: 6%
- Other: 9%

1.4% chose not to answer
“Overall I think the technology involved had a positive effect on my learning the course content.”

- 30% strongly agree
- 43% agree
- 21% neither
- 2% disagree
- 4% strongly disagree
- 1.3% chose not to answer
“Do you feel technical difficulties made it more difficult to learn in this environment than in the classroom?”

- 50% Not applicable - I did not have any technical difficulties
- 13% Not applicable - I had technical difficulties but they did not affect my learning
- 12% Not any more difficult than in the classroom
- 22% Yes - Somewhat more difficult
- 3% Yes - Much more difficult
- 3% chose not to answer
“Based on your experience, would you consider taking other online courses in the future?”

- 47% would consider taking other online courses in the future.
- 35% would take some additional courses.
- 10% would take as many as possible.
- 6% are undecided.
- 2% chose not to answer.
- 0.8% would not take any more online courses unless necessary due to schedule conflict.

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Longitudinal Data

Four Semesters of Student Satisfaction:

How satisfied were you with this online course?

- Fall 98
- Spring 99
- Fall 99
- Spring 2000

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Hypotheses

What factors might relate to student satisfaction and learning in the SUNY Learning Network?

Based on:


- Practice:

7 Principles for Good Practice in Undergraduate Education

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Hypotheses

Based on previous results, some variables we ignored when looking for factors that may influence student satisfaction and reported learning:

- Gender
- Age
- Employment
- Distance
- Computer Skill Level
Results

Based on previous results, some variables we ignored when looking for factors that may influence student satisfaction and reported learning.

Correlations between:

- Gender \( S-(r=.08) \)
- Age \( S-(r=-.09) \)
- Employment \( S-(r=.08) \)
- Distance \( S-(r=-.08) \)
- Computer Skills \( S-(r=.03) \)

\( (S = \text{Correlation between variable and Student Satisfaction}) \)
Hypotheses

Expected significant correlations with high satisfaction and high levels of reported learning based on Social Learning Theory and “Best Practice”:

• Interaction with the instructor
• Quality of interaction with the instructor
• Interaction with classmates
• Participation
• Satisfaction with the Helpdesk

• Prompt feedback
• Low level of technical difficulties
• Quality of feedback
• Clear expectations
Hypotheses

Significant correlations with high satisfaction and high reported learning

• Interaction with the instructor
  S-(r=.65)        RL-(r=.63)
• Quality of interaction with the instructor
  S-(r=.70)        RL-(r=.64)
• Prompt feedback
  S-(r=.61)        RL-(r=.54)
• Quality of feedback
  S-(r=.62)        RL-(r=.58)

• Clear expectations
  S-(r=.63)        RL-(r=.59)
• Low level of technical difficulties
  S-(r=.32)        RL-(r=.31)
• Interaction with classmates
  S-(r=.38)        RL-(r=.37)
• Participation
  S-(r=.39)        RL-(r=.41)
• Satisfaction with the Helpdesk
  S-(r=.26)        RL-(r=.25)

S=Satisfaction
RL=Reported Learning

(Correlation is significant at the .01 level)
Tying the Results to Theory and Practice

“Learning, both outside and inside school, advances through collaborative social interaction and the social construction of knowledge” (Brown, Collins & Duguid, 1989). Given the potentially isolating nature of the online environment, online instruction and faculty development should focus on the social aspects of learning. Encourage:

- Active Learning
- Interaction: faculty to student and student to student
- Quality of interaction
- Prompt Feedback
- Quality Feedback
- Clear Expectations
- Supportive Helpdesk