

Factors Influencing Student Satisfaction and Perceived Learning....



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Introduction

State University of New York

- The largest public university in the nation
- Almost 400,000 students
- 20,000 faculty
- 64 Campuses
 - 4 University Centers
 - 5 Specialized Colleges
 - 2 Health Science Centers
 - 13 Arts & Sciences Colleges
 - 5 Colleges of Technology
 - 30 Community Colleges



Results

Overview . . .



- In the Spring of 1999, 1406 students responded to a survey that assessed student satisfaction and perceived learning in SLN courses. This represents approximately half of all students enrolled in that term.
- An analysis of variance shows that the following variables were significantly correlated with students' reports of high levels of learning:



Results

Significant relationships with high reported learning . . .

The most common response to the question, “How much did you learn in your on-line course?” was “a great deal” / “more than I expected”

- Interaction with instructor
- Level of participation in the course
- Interaction with classmates
- Level of satisfaction with the SLN program
- Effects of technical difficulties
- Satisfaction with the HelpDesk
- Reason for taking an on-line course
- Age
- Gender

Results

Interaction with instructor . . .

When asked to rate their level of interaction with their instructor 85% or respondents felt satisfied or very satisfied with the amount of interaction.

- Students who reported a higher level of interaction with the instructor also reported higher levels of learning.
- In terms of course design, those courses that include ample opportunity for high quality student-teacher interaction appear preferable to those with limited or no interaction.
- Documentation that outlines reasonable expectations for teacher-student interaction is essential to avoid faculty overload, student dissatisfaction and a negative impact on learning.

Results

Participation . . .

When asked to rate their level of participation in the online course relative to the classroom 80% of respondents reported that it was the same or higher

- Students who reported higher levels of participation also reported higher levels of learning
- Opportunity for high levels of participation is an important course design feature for encouraging learning.
- Course designs that encourage equitable exchanges of ideas in which the contributions of all students are valued are preferable.
- Documentation that explains that participation is important and valued and which therefore encourages high levels of participation is important.

Results

Student Interaction . . .

Approximately 76% of respondents felt their level of interaction with classmates was the same or higher than in the classroom

- Students who reported higher levels of interaction with their classmates also reported higher levels of learning
- Well designed forums for such collaboration are necessary.
- Documentation explaining that productive student collaboration will be valued in the course is one way to encourage such exchanges.
- Building and maintaining student to student interaction requires careful consideration and a good deal of facilitation, especially early in the course.

Results

Technical Difficulties . . .

About 98% of students who used the SLN HelpDesk reported that they were “satisfied” or “very satisfied” with the services they received.

- Students who reported higher levels of satisfaction with the helpdesk reported higher levels of learning.
- Students who reported that technical difficulties impeded their learning reported lower levels of learning overall.
- Technical difficulties can and do impede students’ ability to learn in this environment.
- Course documentation that encourages learners to seek help early is useful.
- On-line learning may require a greater degree of self-reliance than classroom-based learning.



Results

Reason for taking an on-line course . . .

The most common reason for taking an on-line course was not distance, but rather “conflict with personal schedule” and “family responsibilities”.

- Students who reported that they took the course because of “family responsibilities” reported significantly higher learning than those who took the course because it was “not offered in the classroom”.
- Motivation clearly plays a role
- Students who are compelled to take on-line courses report less satisfaction and lower levels of learning overall.
- Students who appear to be intrinsically motivated report the highest levels of learning overall.

Results

Age . . .

The most common reason for taking an on-line course was not distance, but rather “conflict with personal schedule” and “family responsibilities”.

- A single age group appeared to be most suited to on-line learning
- The 36-45 year old group reported the highest level of learning, participation, and satisfaction.
- Age may be a proxy for several other attributes of successful on-line learners, e.g. this group maybe more motivated, self directed etc.

Results

Prior Computer Skills . . .

Approximately 50% of respondents reported that their in-coming computer skill level was “average” or “below average”.

- An interesting factor that does not seem to matter is reported computer-ability level before the start of the course.
- The students with the lowest prior computer knowledge reported the highest levels of learning.
- Low incoming computer skills do not seem to be a barrier to perceived learning in this environment.
- It appears that students consider the computer skills they learn through participation in the course as part of their overall learning from the course.



Results

Gender . . .

Approximately 66% of respondents were female.
Approximately 62% of SLN student enrollees were female.

- Women reported higher levels of learning than men.
- Compared to their male classmates women feel that they participate at higher levels than in the classroom,
 - they learn more,
 - technical difficulties are less likely to impede their learning,
 - they are more likely to continue studying on -line
 - they are more satisfied both with their specific courses at SUNY Learning Network and more satisfied with on-line learning in general.



Results

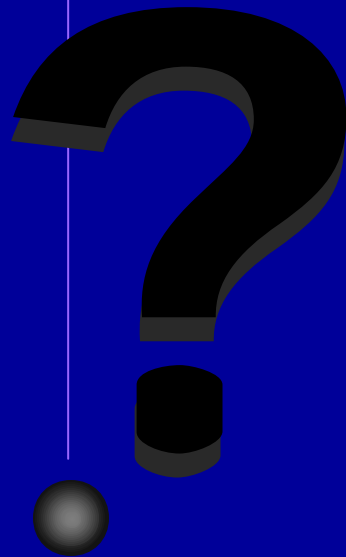
Satisfaction with SLN Program . . .

Approximately 93% of respondents reported that they were “satisfied” or “very satisfied” with the SLN Program.

- Students who reported higher levels of satisfaction with the overall SLN program also reported higher levels of learning.
- We believe our comprehensive approach to programmatic implementation may contribute to higher levels of satisfaction with the program, the courses and relatively high levels of reported learning.

Any questions

questions





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