

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...

SLN -

Building a

University

System- Wide

ALN

- 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

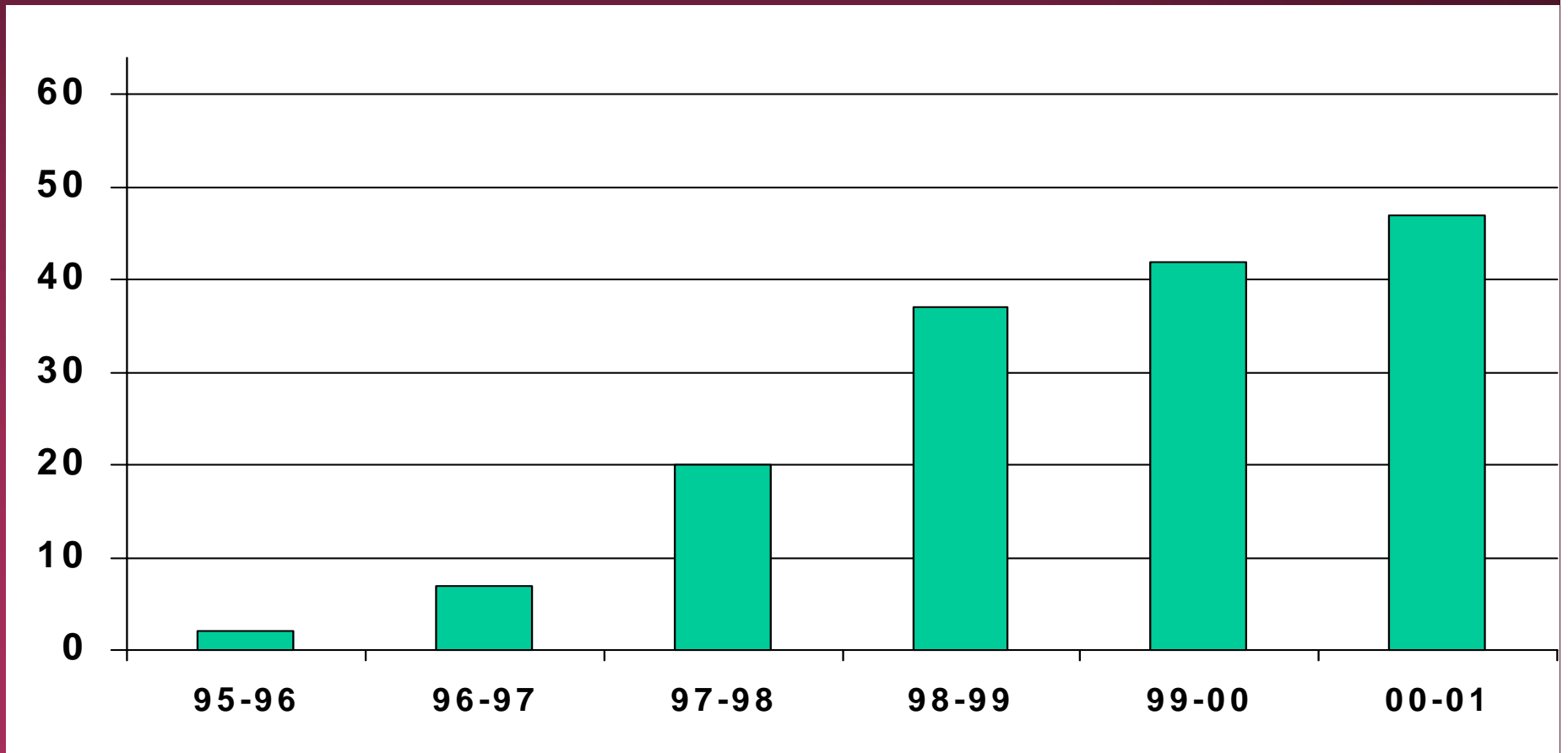
Background

Campus Responsibilities

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

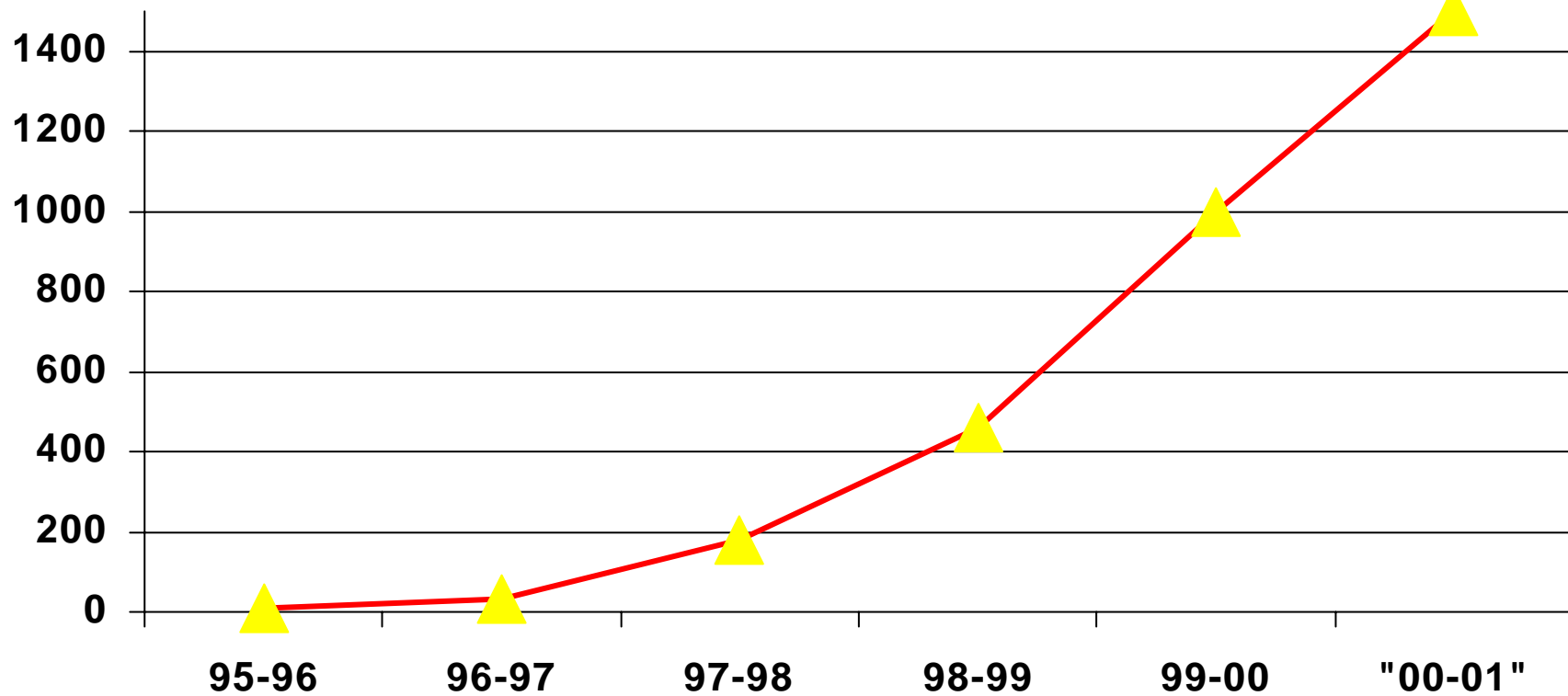
Background

Growth in campus participation



Background

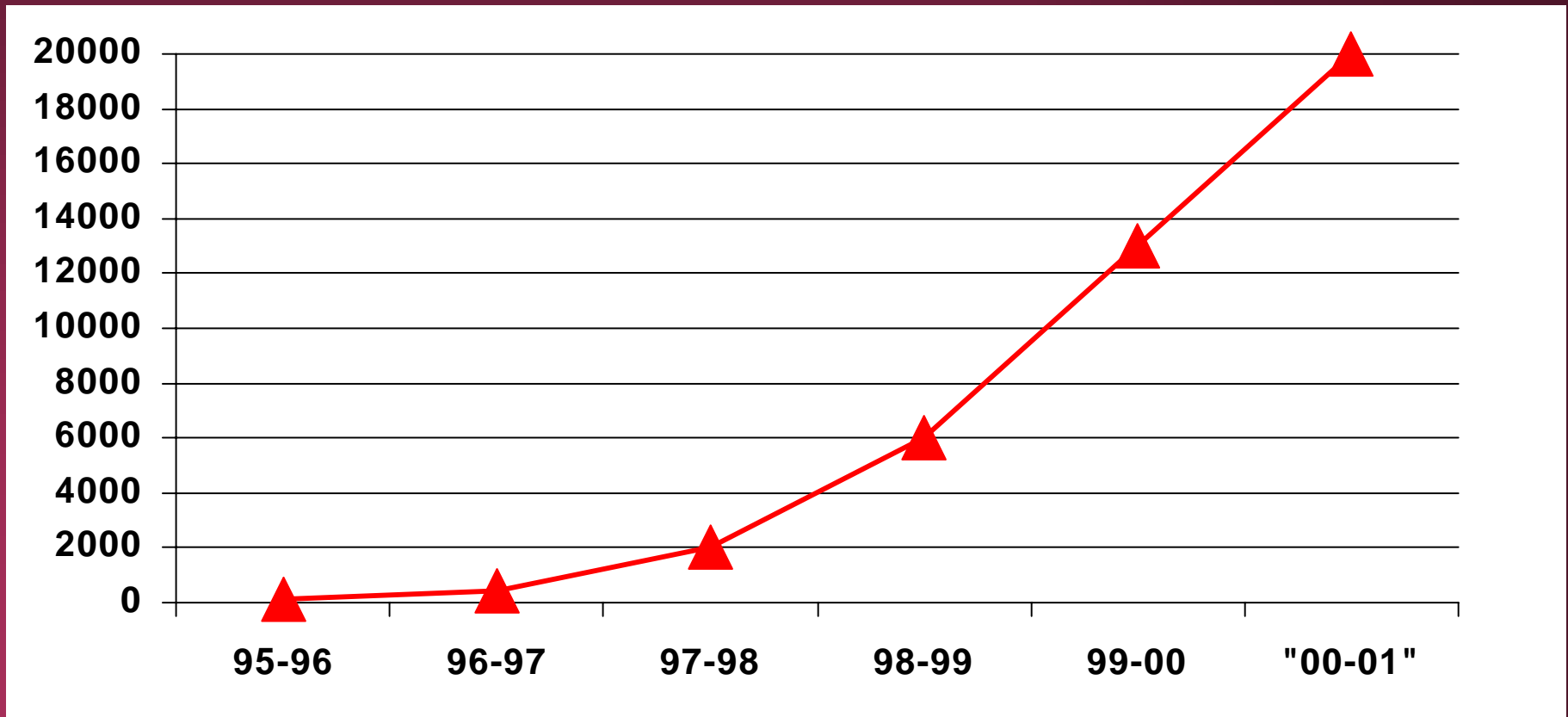
Growth in courses offered





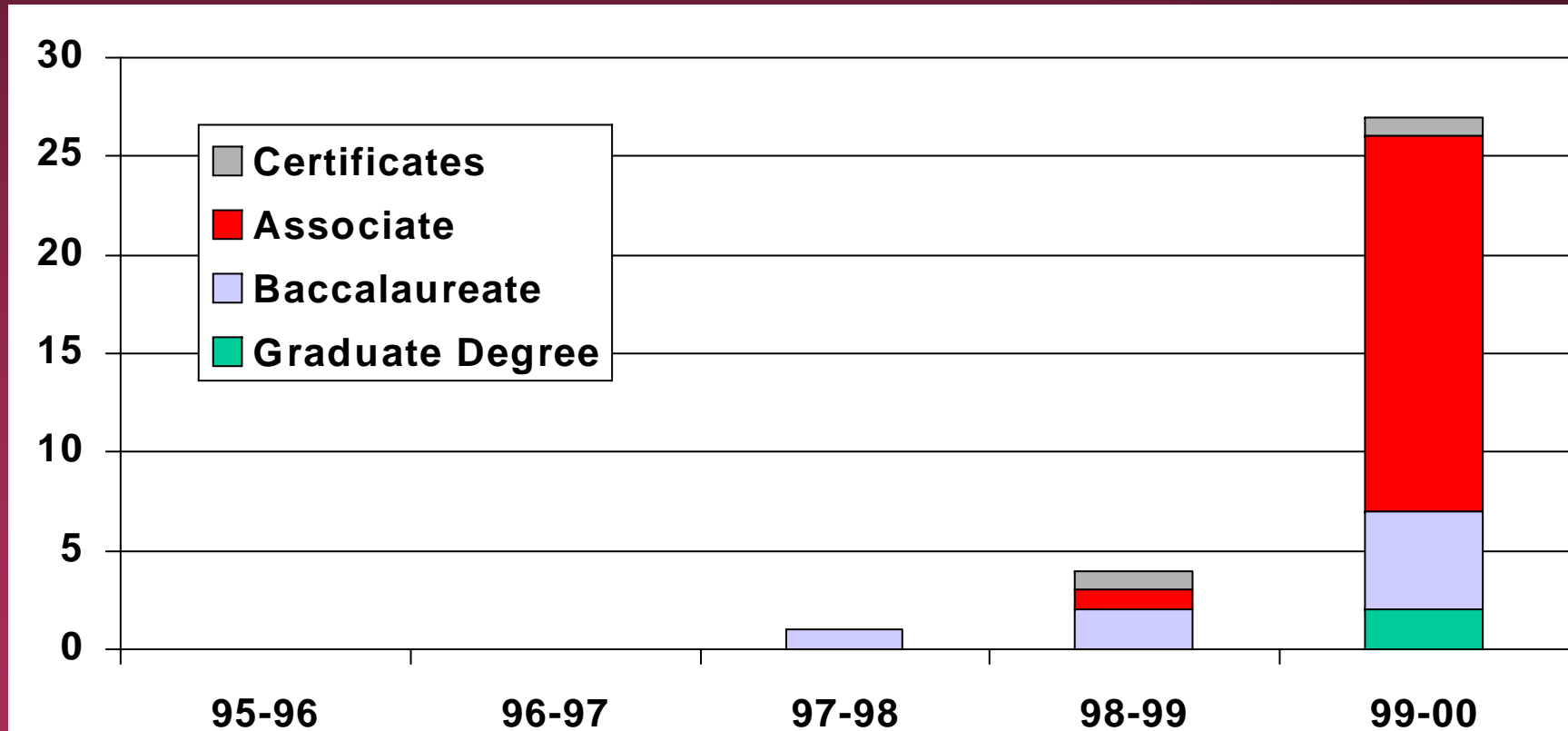
Background

Growth in enrollments



Background

Growth in degree programs

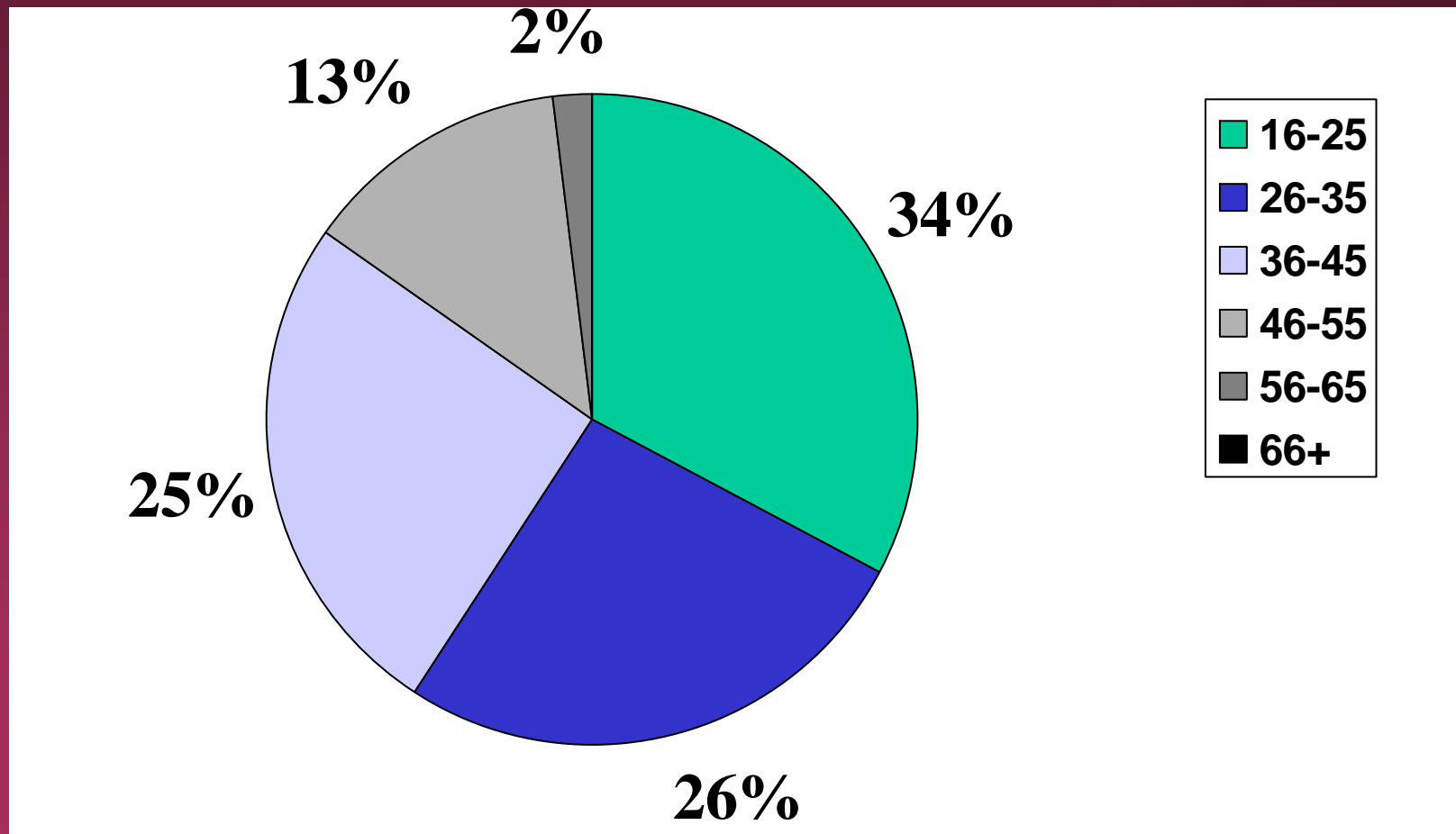


Results of the SLN - Spring 2000 Student Satisfaction Survey

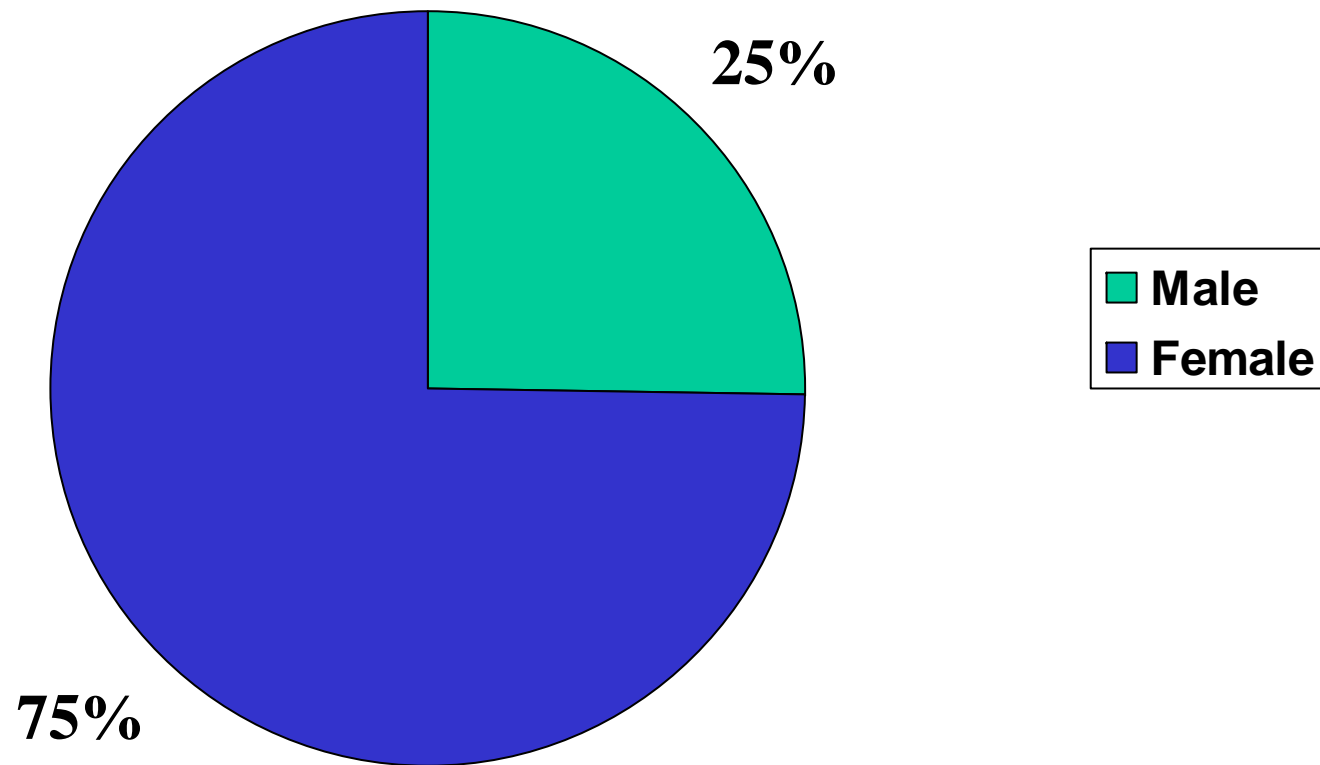
Based on:

- 495 courses
- 42 campuses
- 7399 enrollments
- On-line survey at the end of the semester
- 1974 respondents

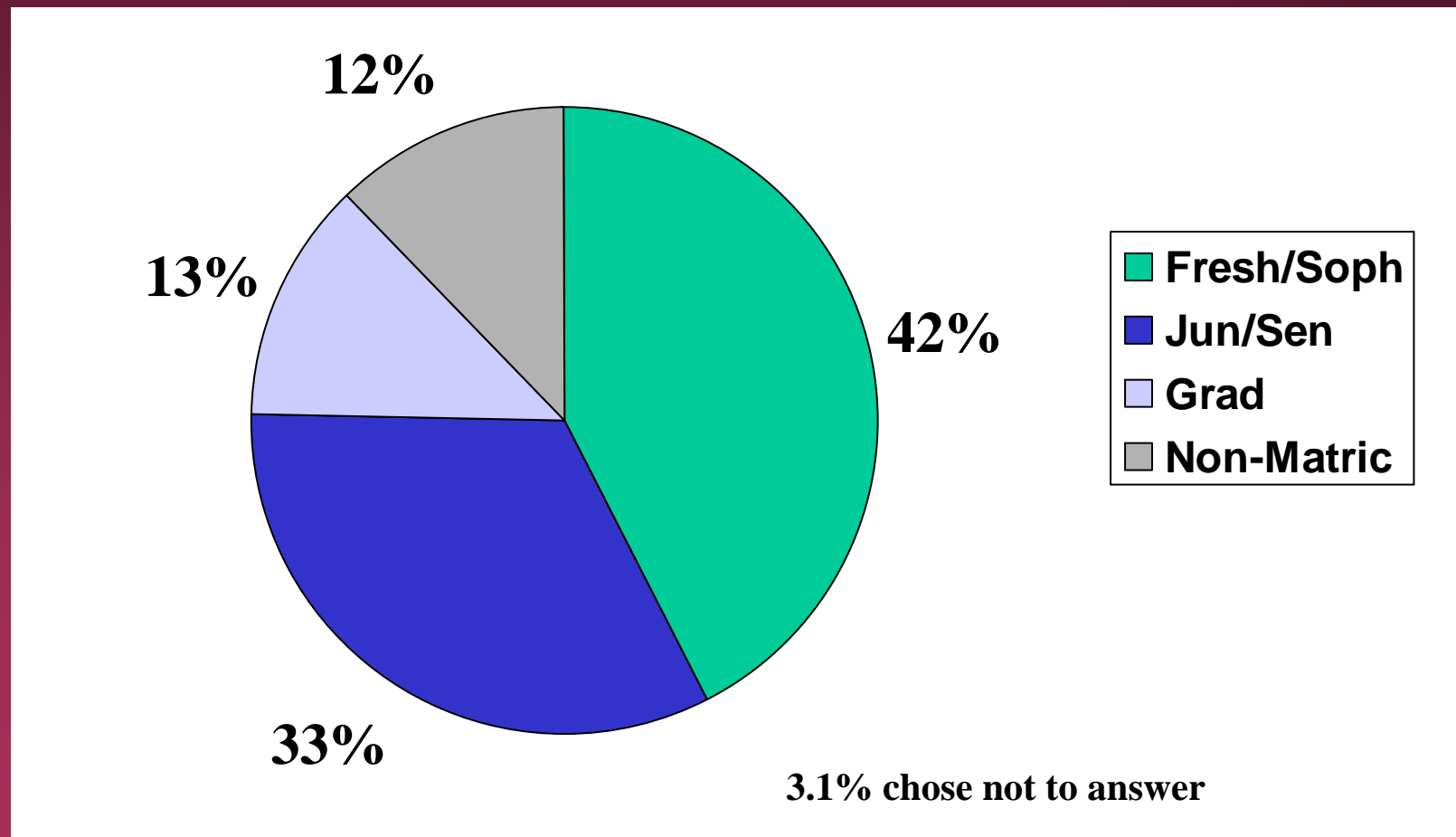
Age



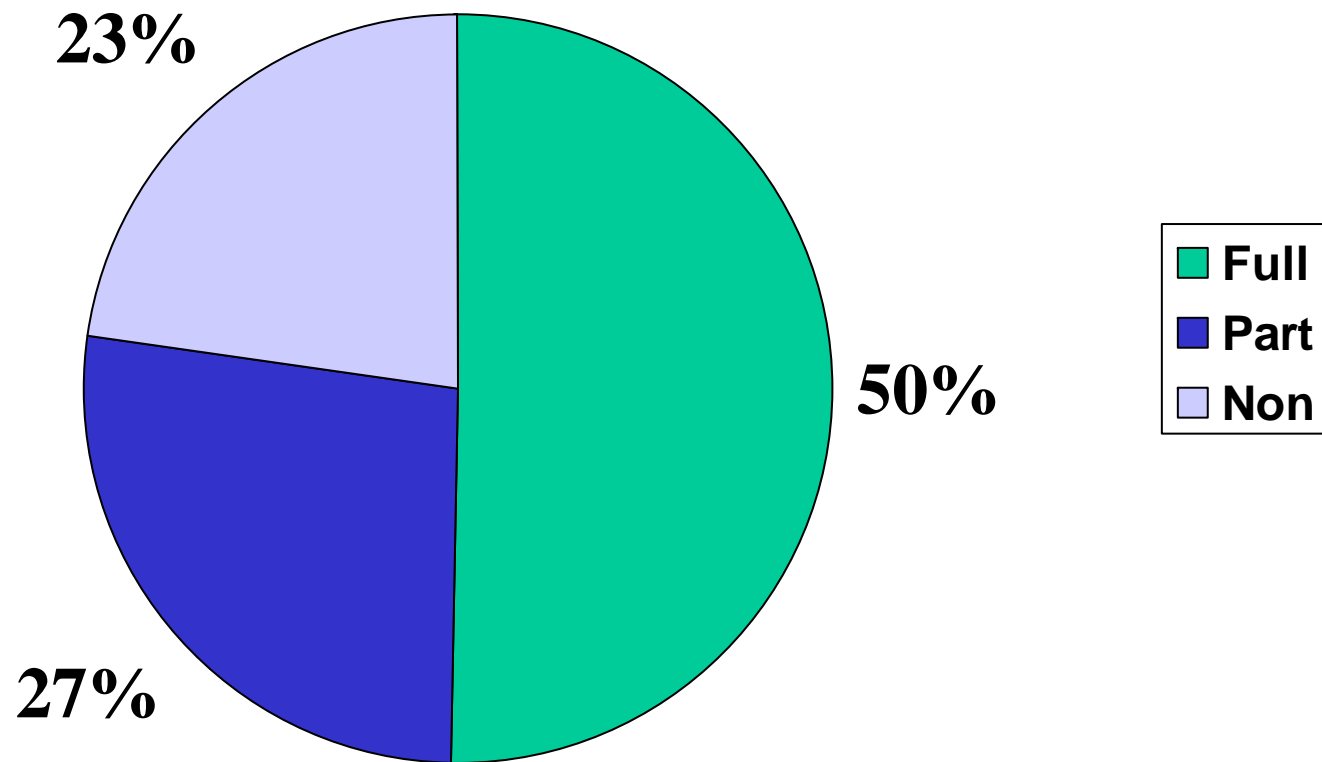
Gender



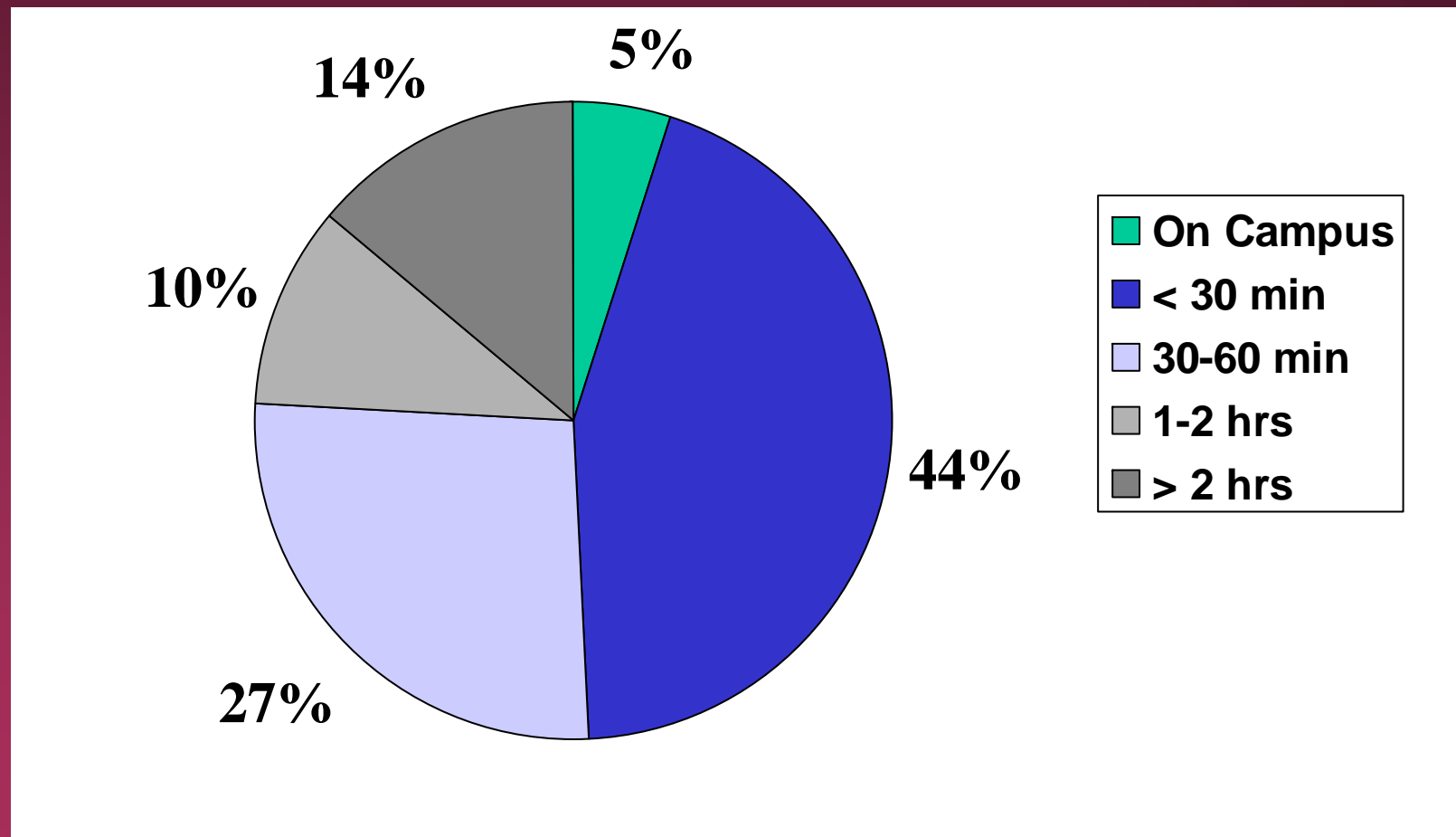
Academic Level



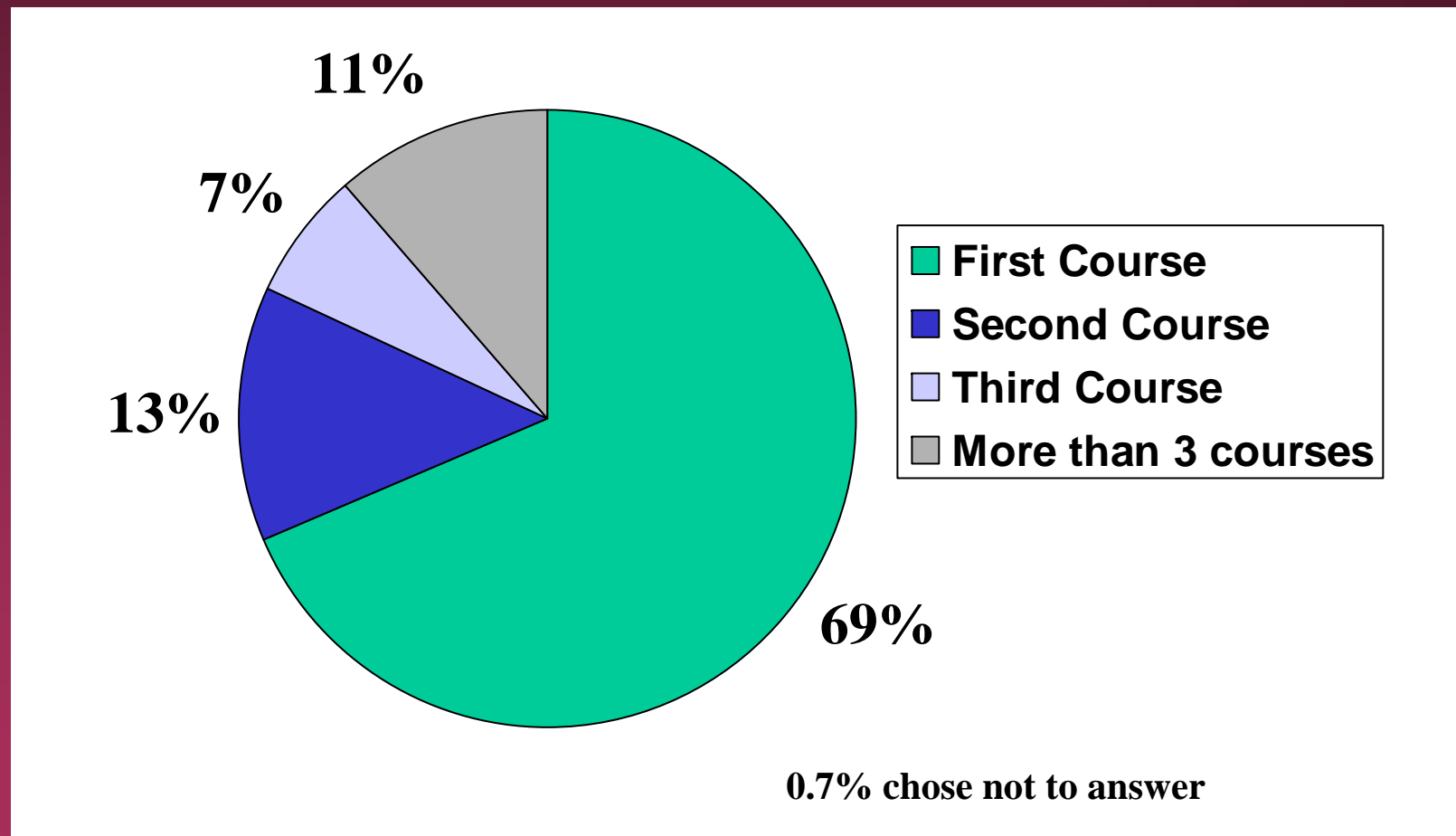
Employment



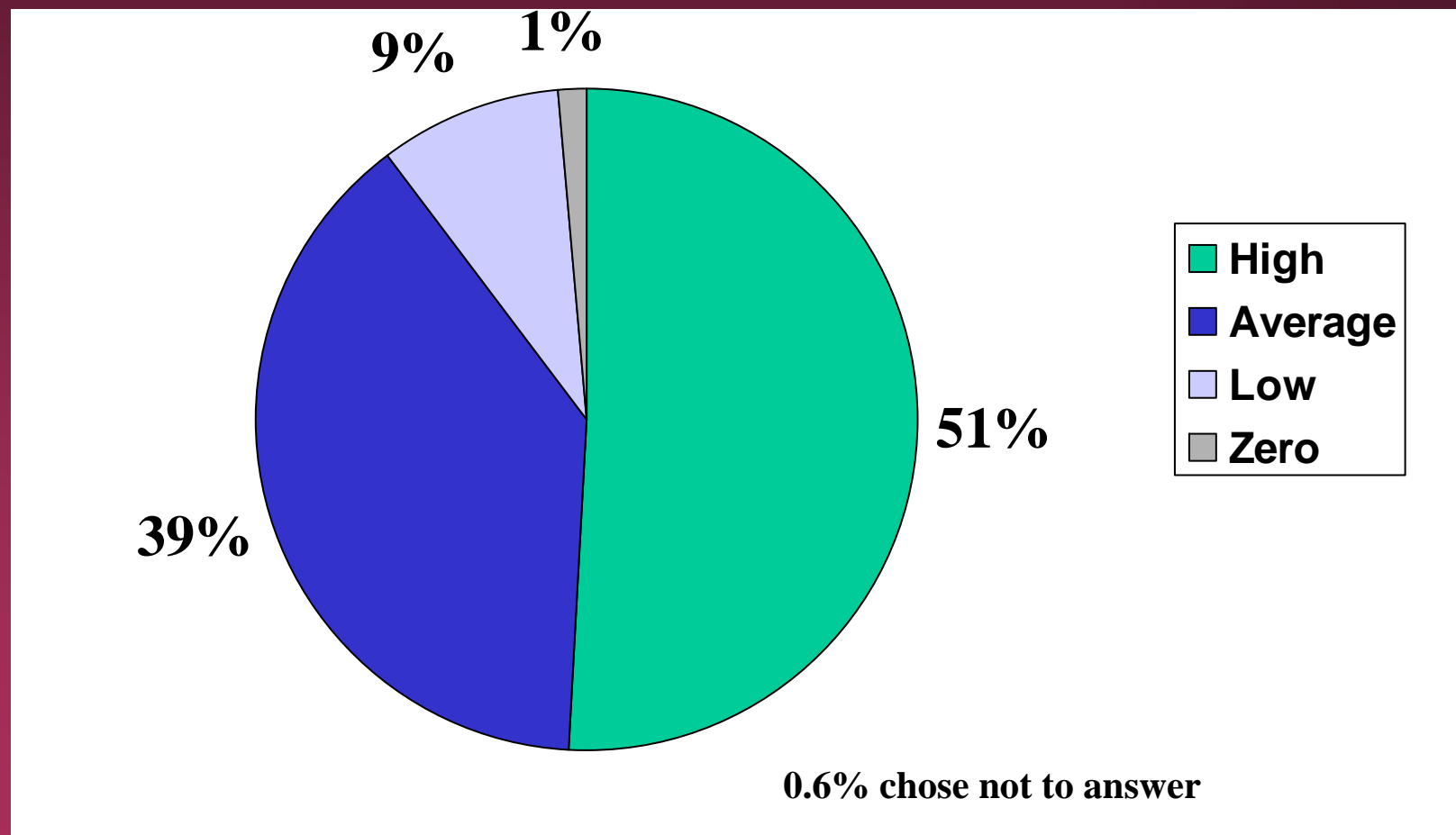
Proximity to Campus



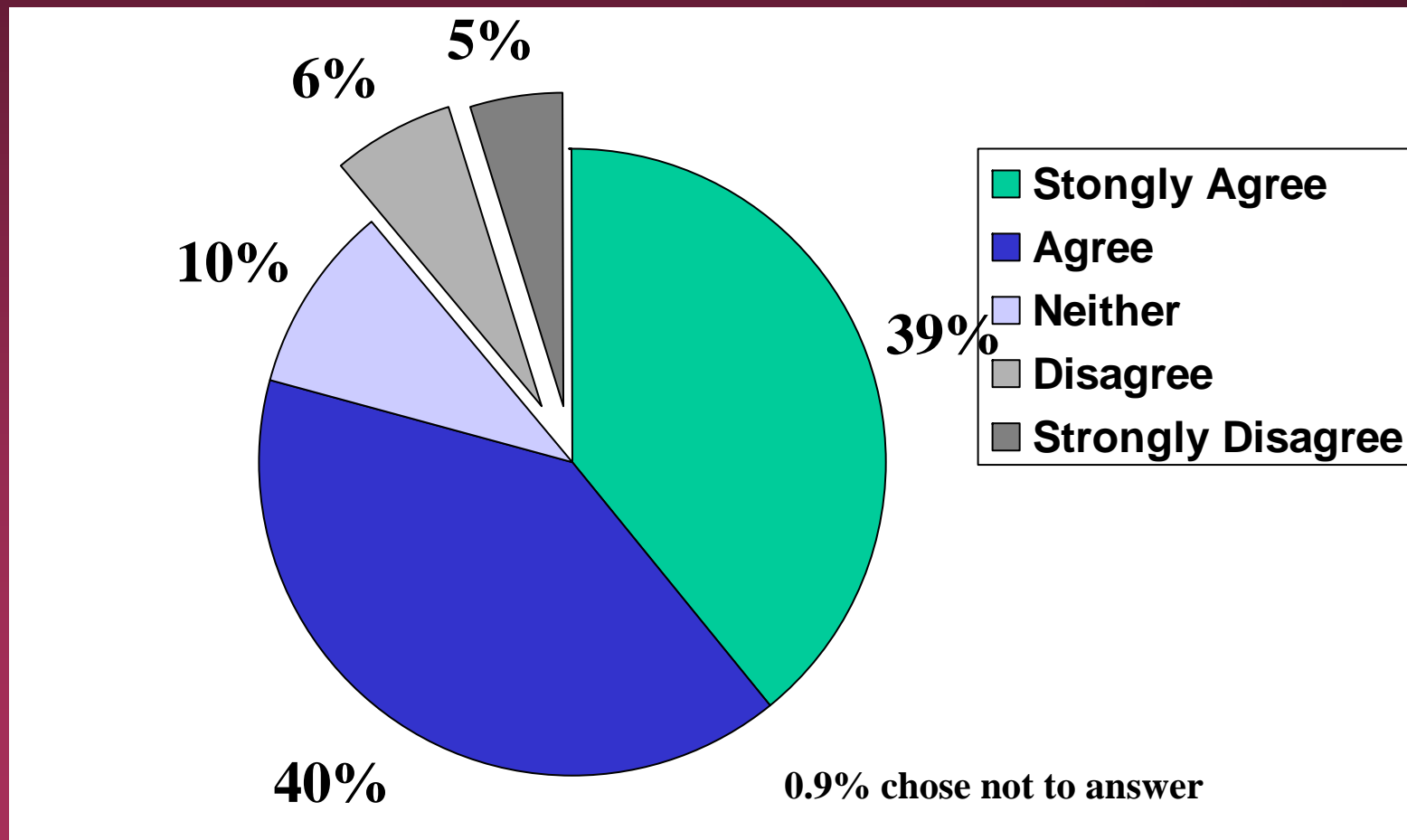
Online Experience



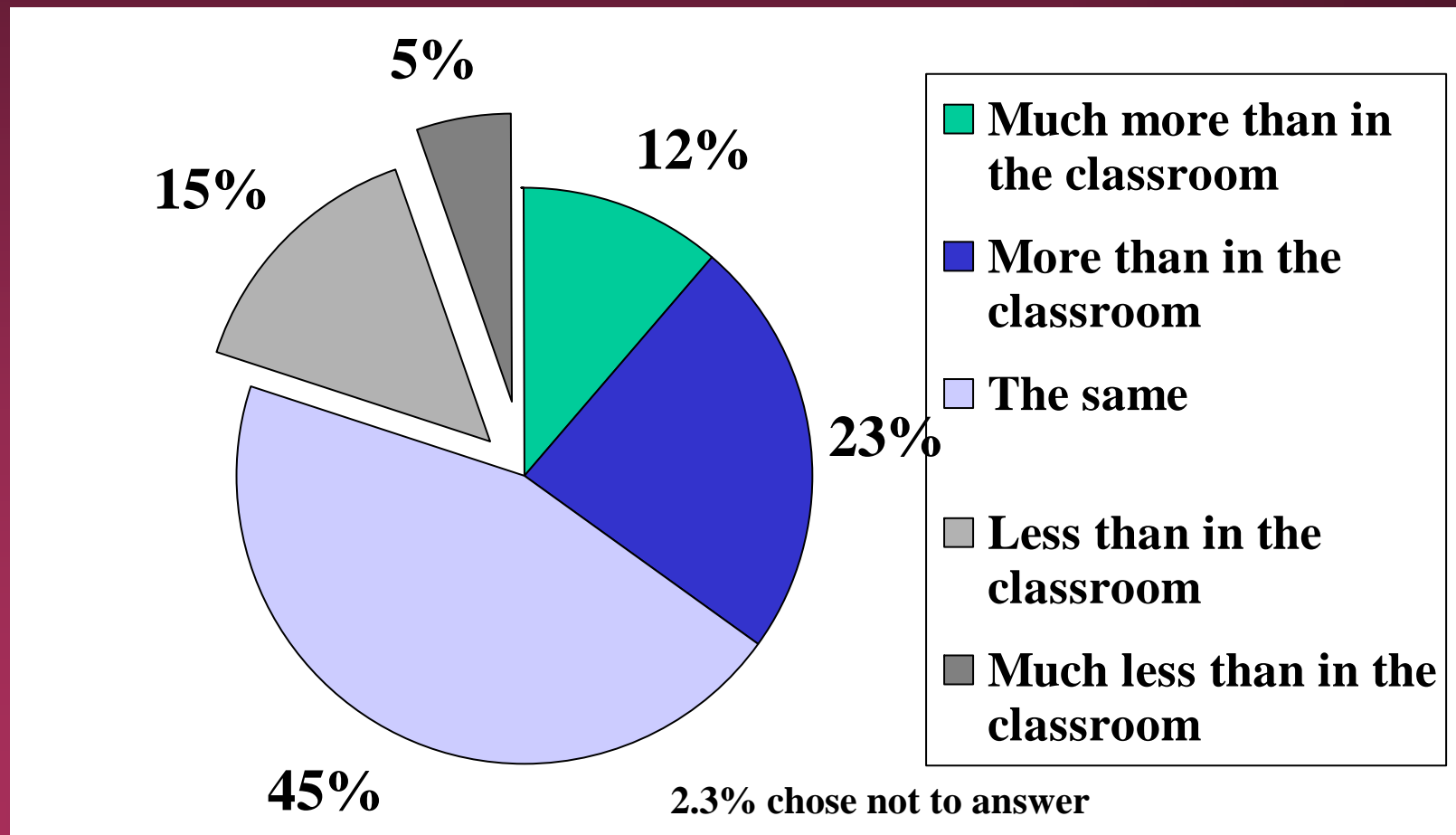
Prior Computer Skills



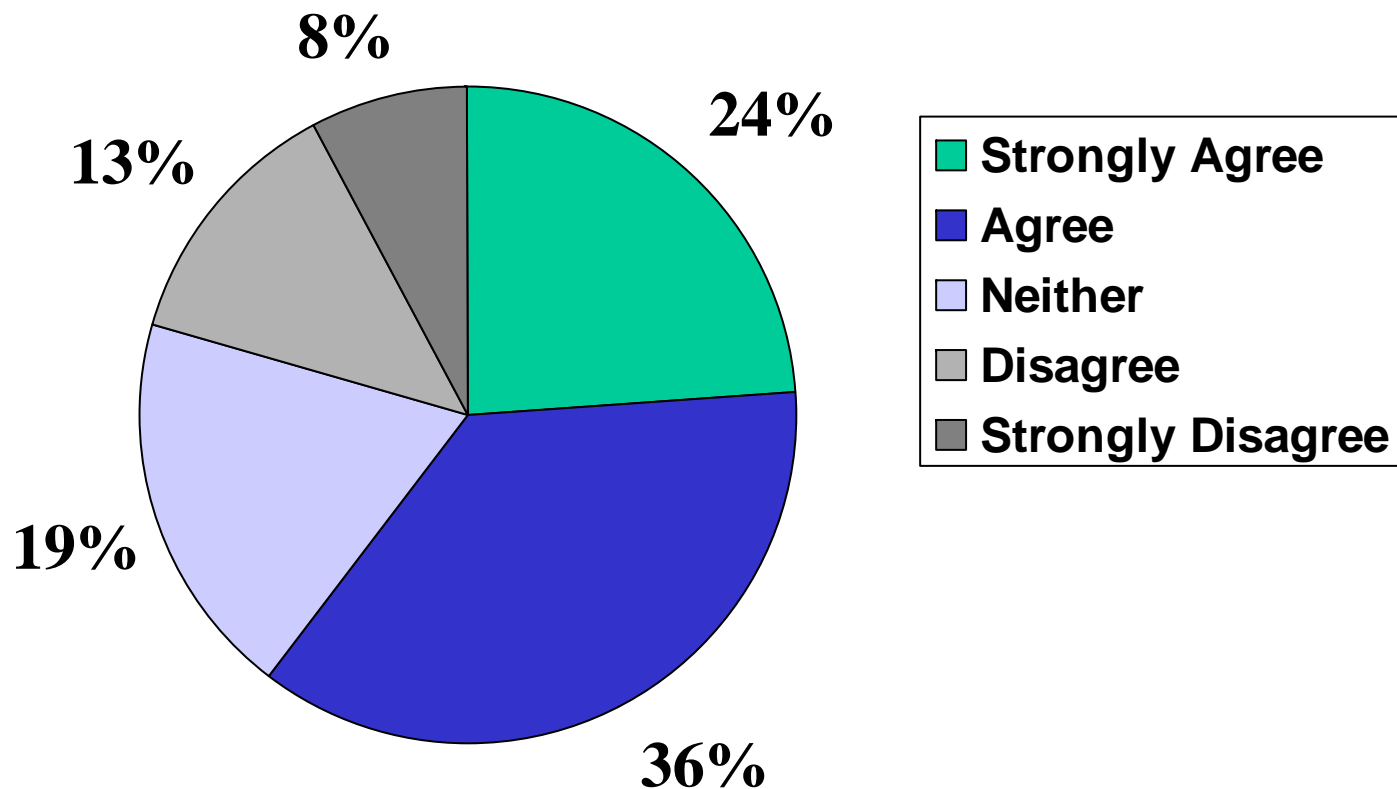
“Overall I was very satisfied with this online course”



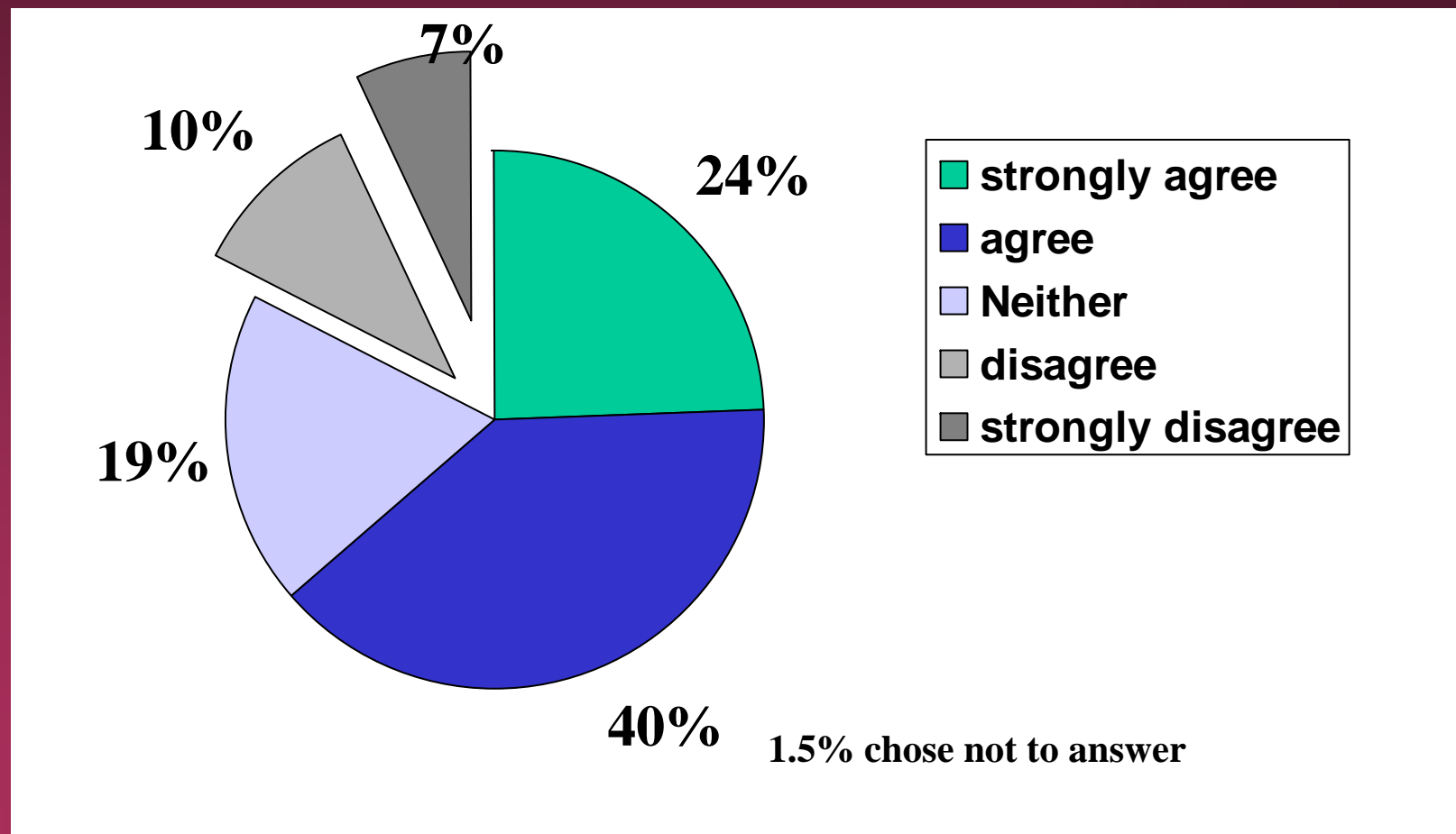
“Compared to your classroom experiences, how would you rate your level of learning in this online course?”



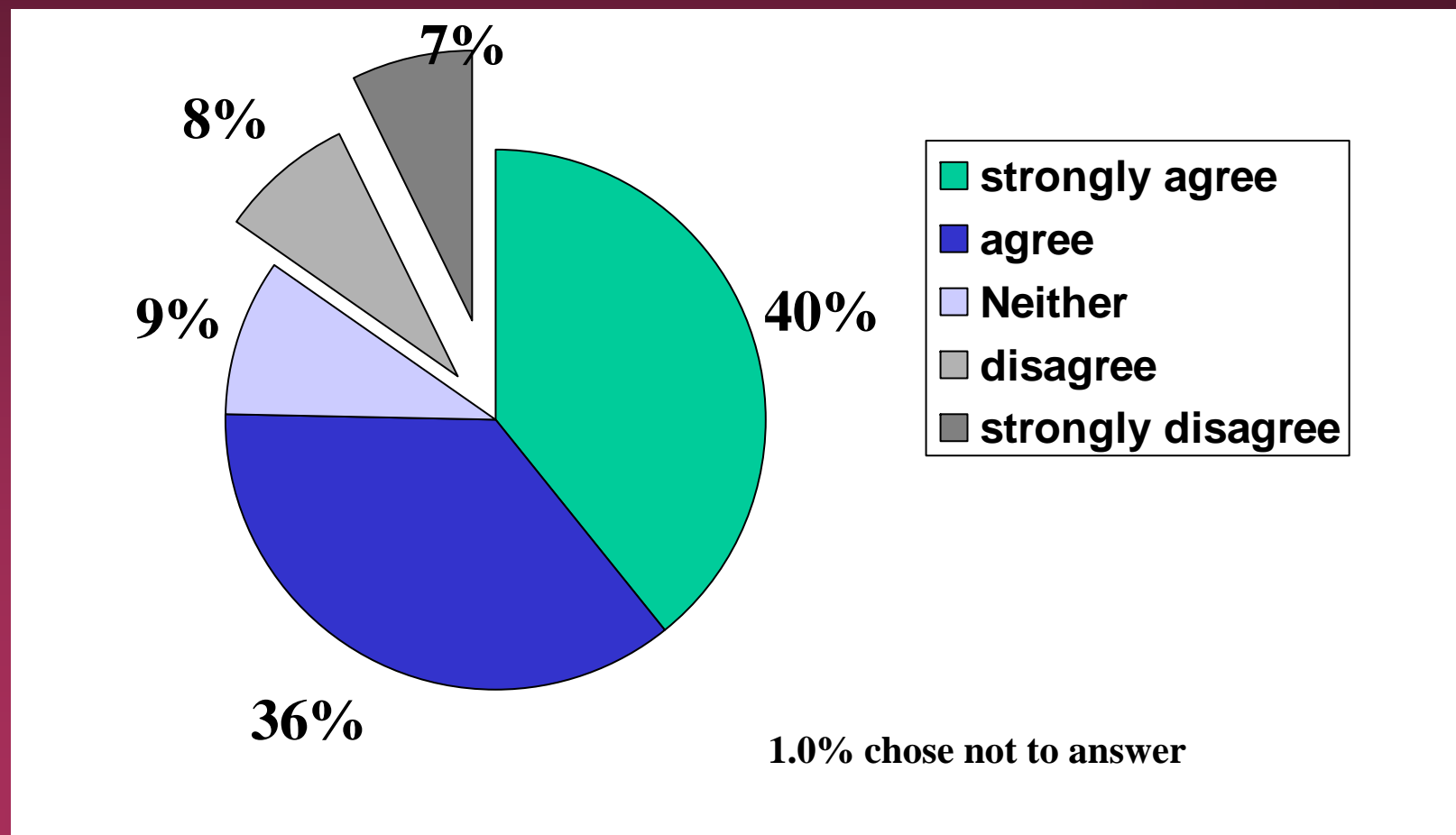
“Overall, I had a great deal of interaction with my instructor in this online course”



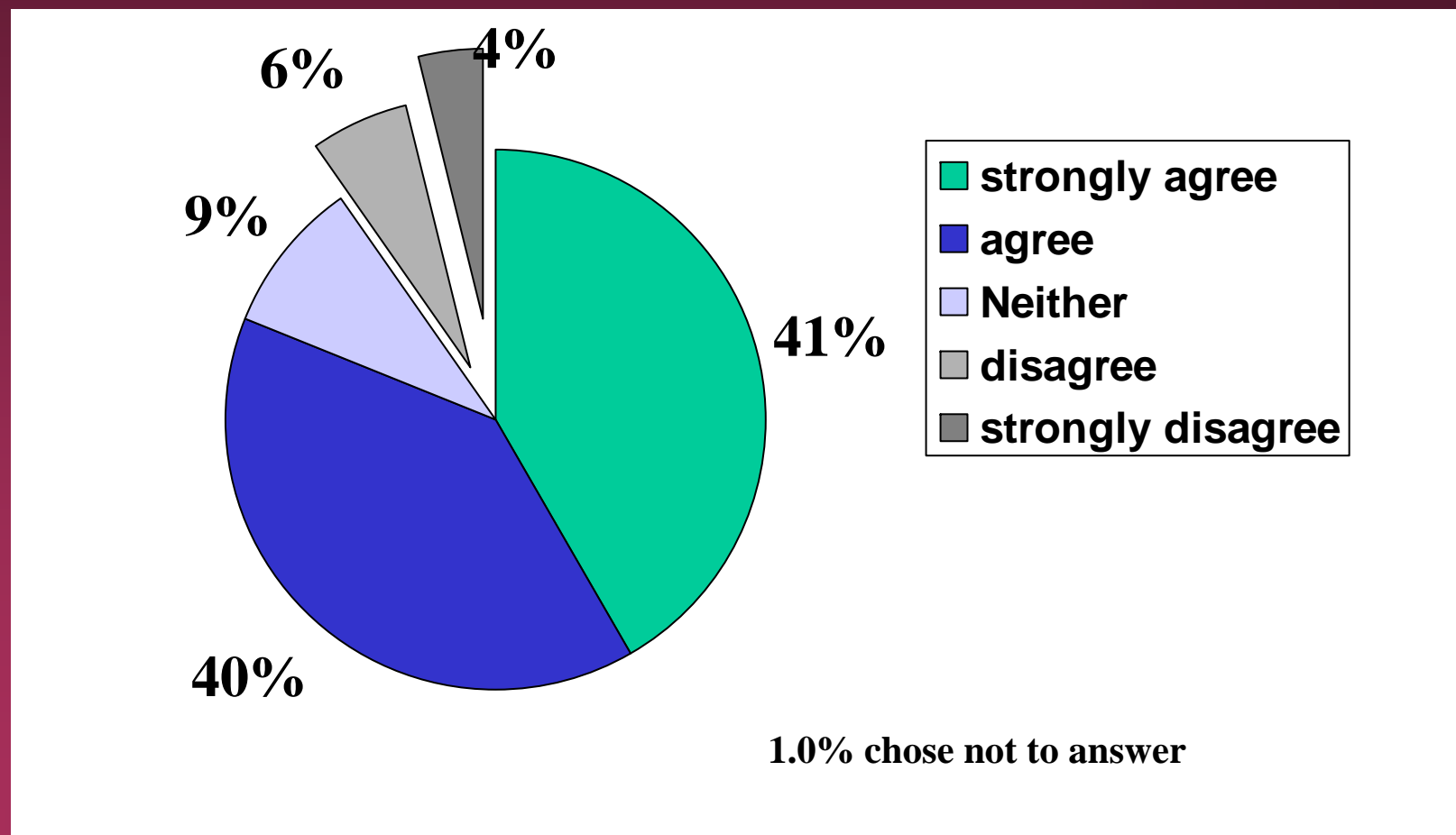
“Overall the quality of my interaction with my instructor was very high.”



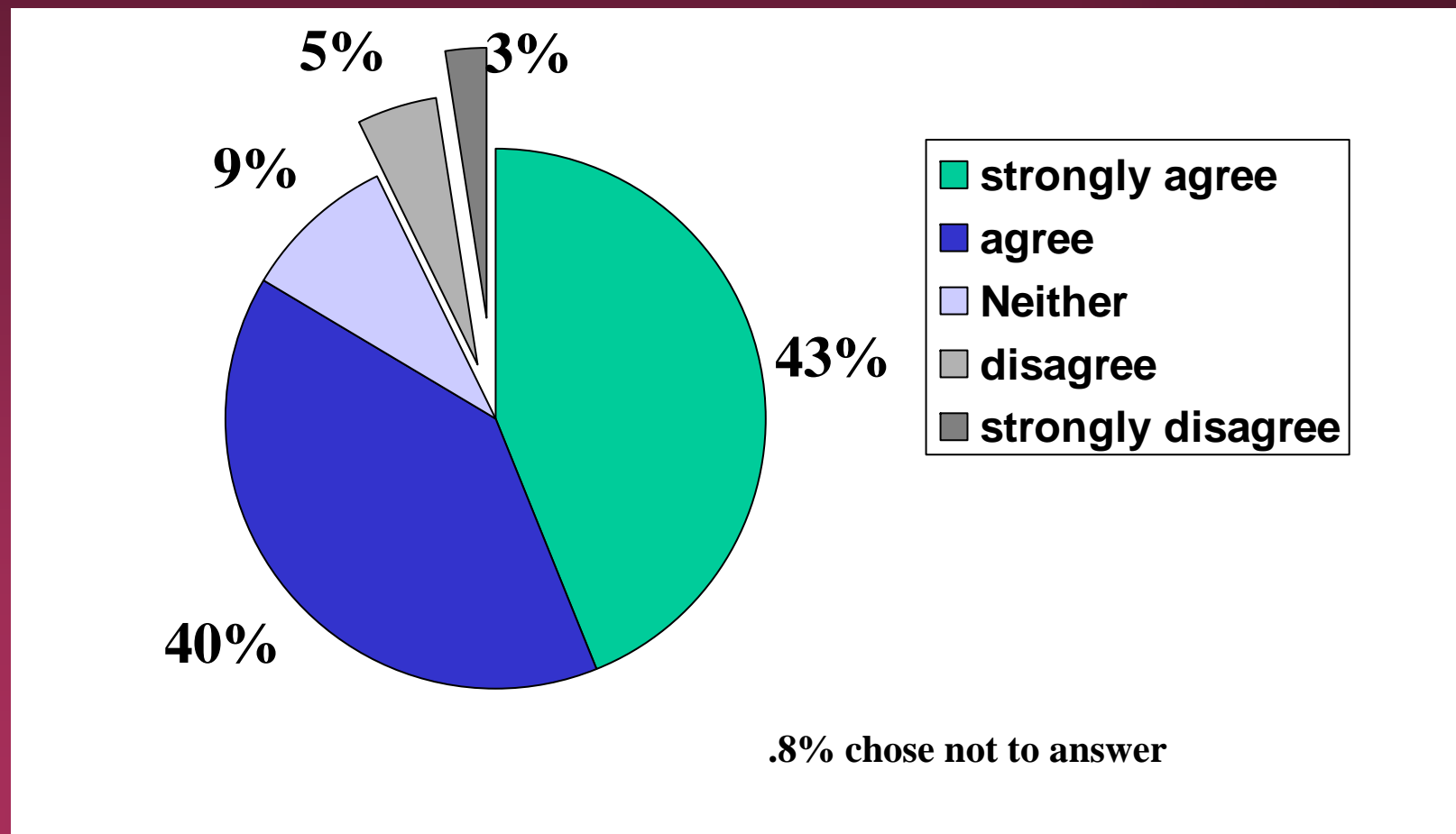
“Overall my instructor provided very prompt feedback”



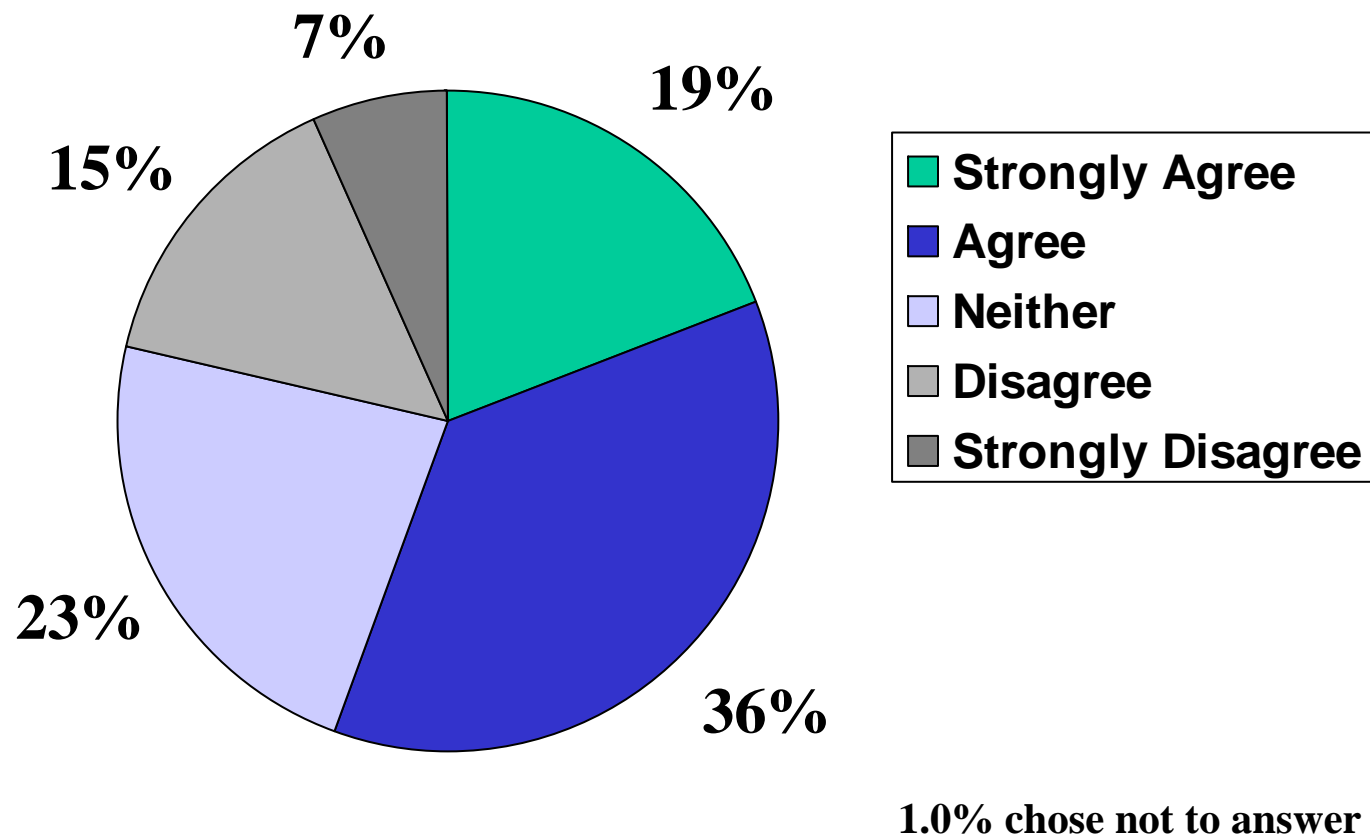
“Overall I received high quality feedback from my instructor”



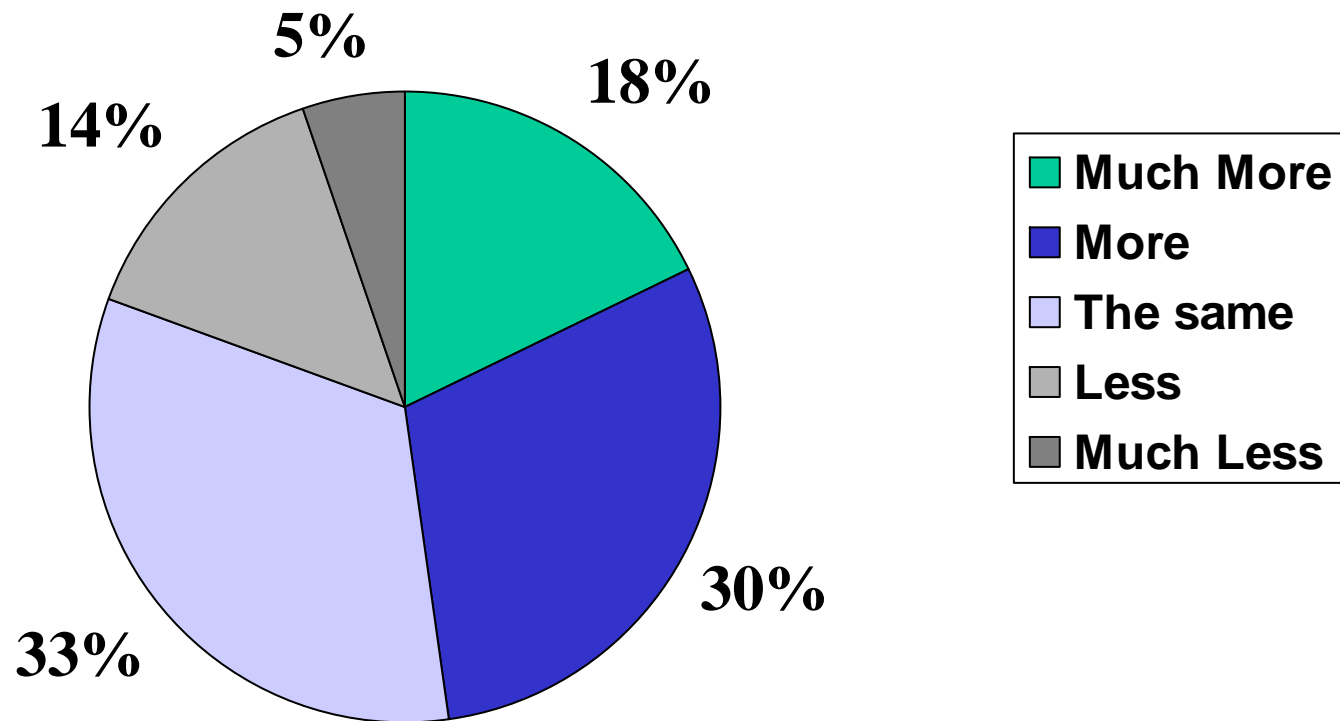
“Overall my instructor provided clear expectations.”



“Overall I had a great deal of interaction with my fellow online classmates in this online course.”

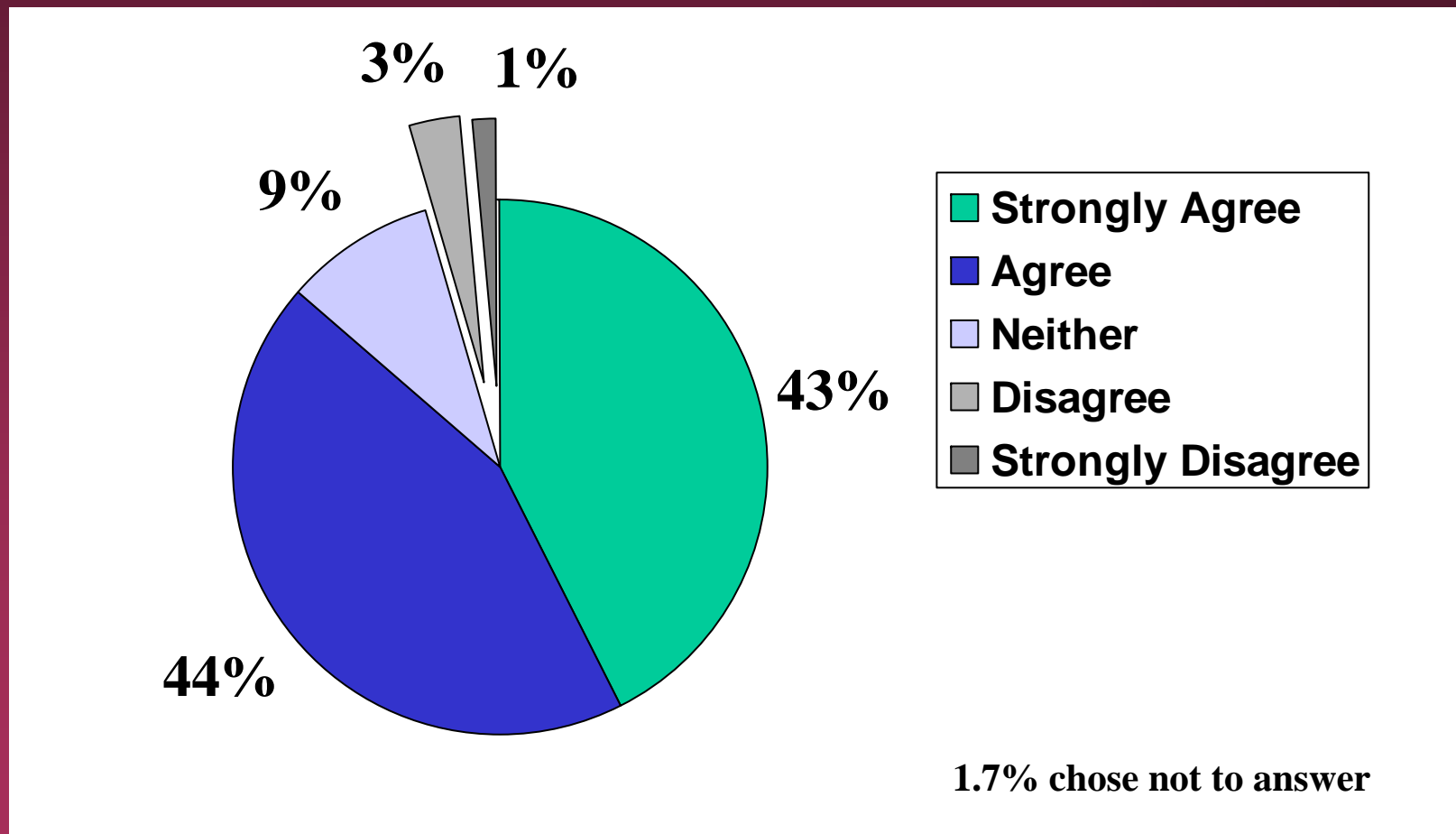


“Compared to classroom-based instruction, how would you rate your level of participation in this online course?”

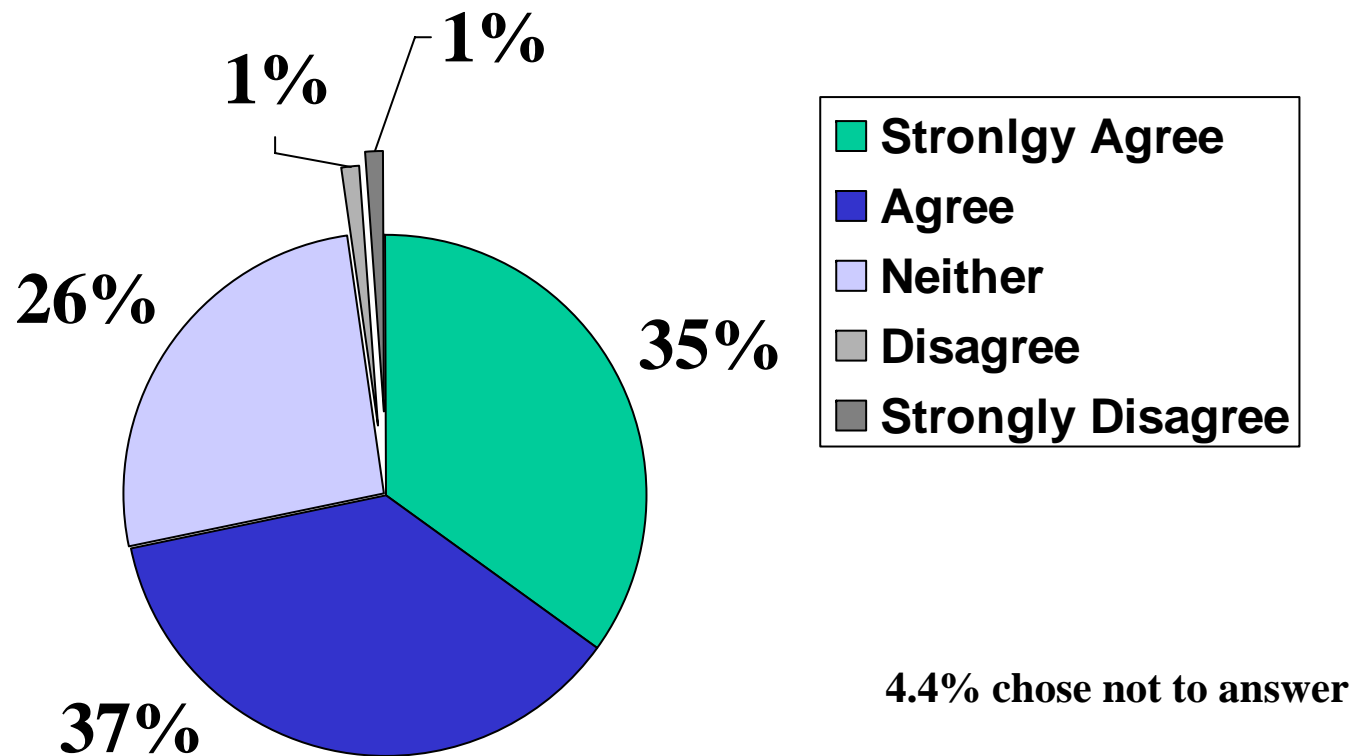


1.7% chose not to answer

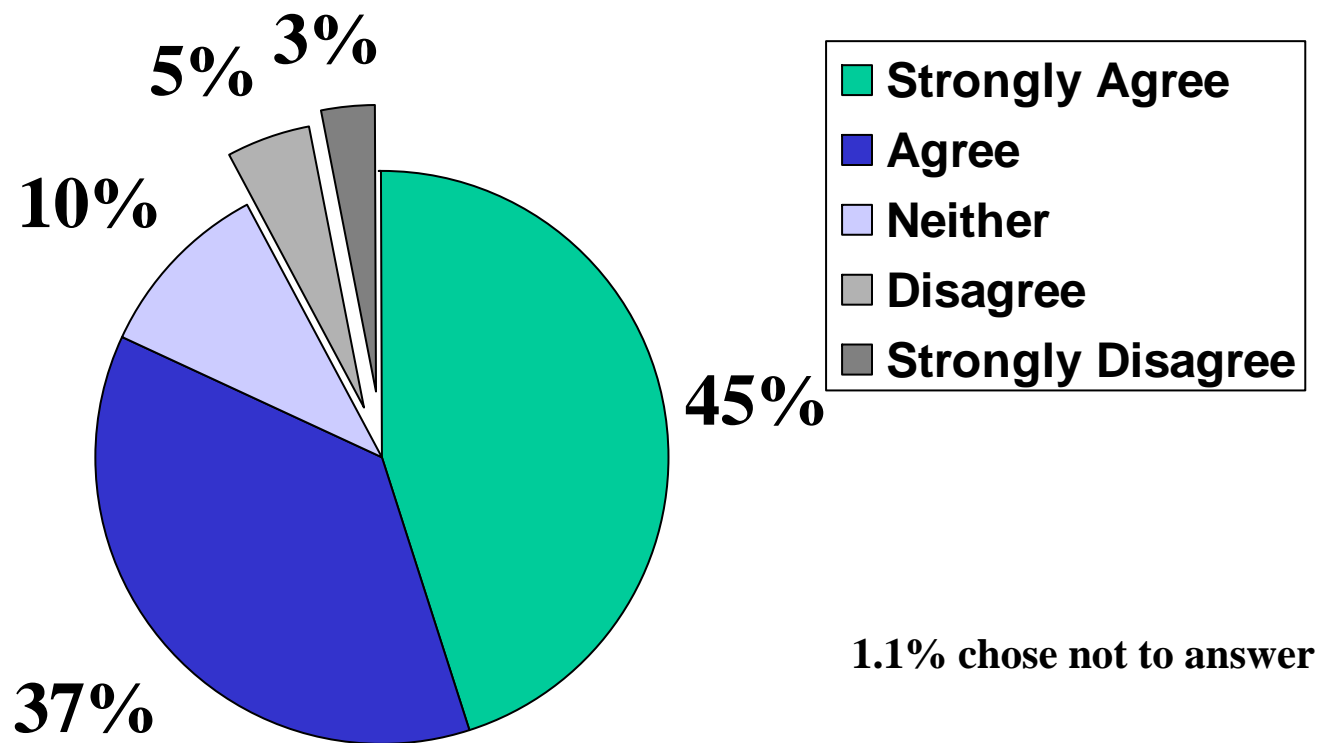
“Overall I was very satisfied with the SUNY Learning Network.”



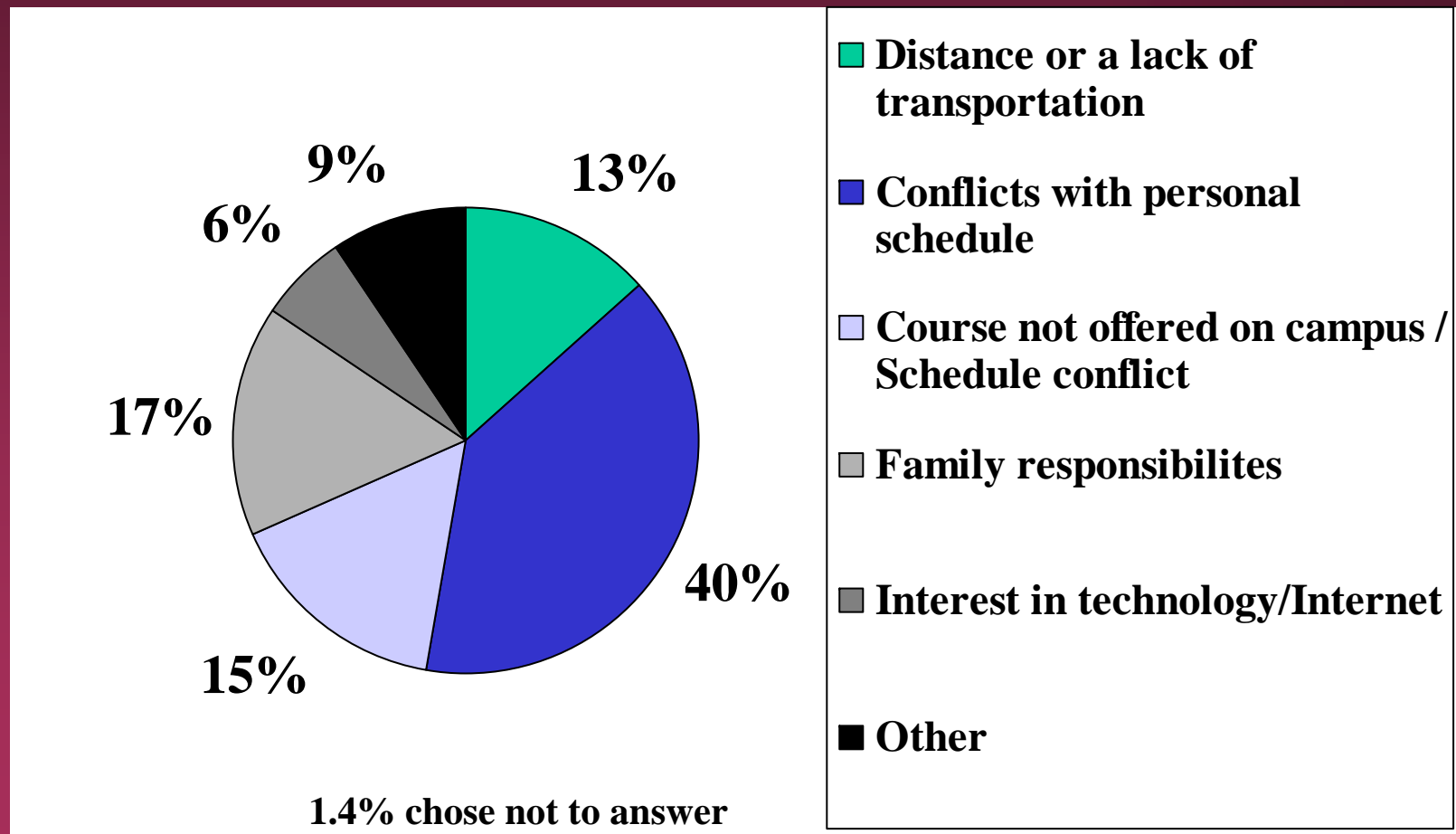
“Overall I was very satisfied with the technical support available from the SLN HelpDesk”



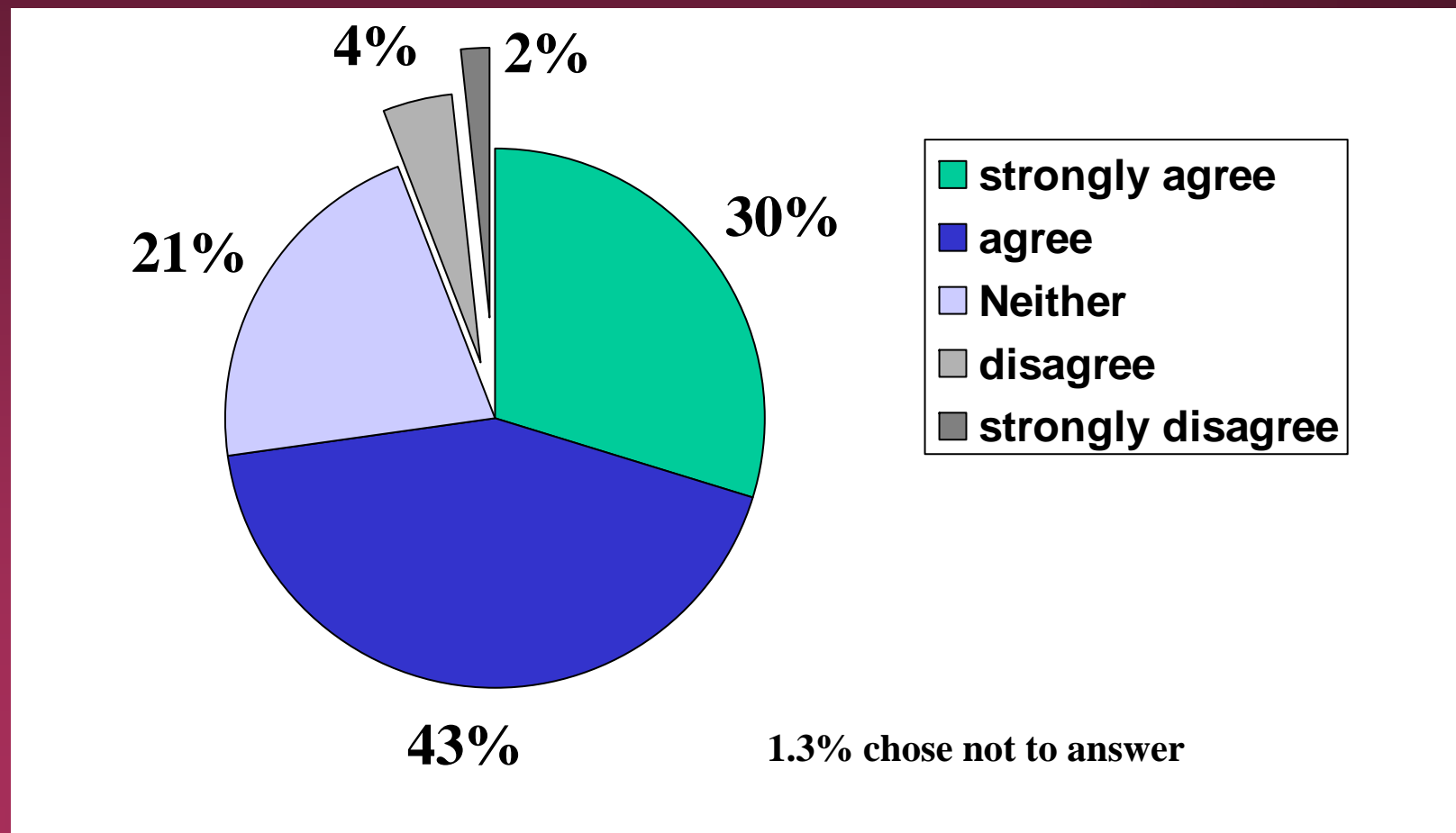
“Overall I am very satisfied with online learning.”



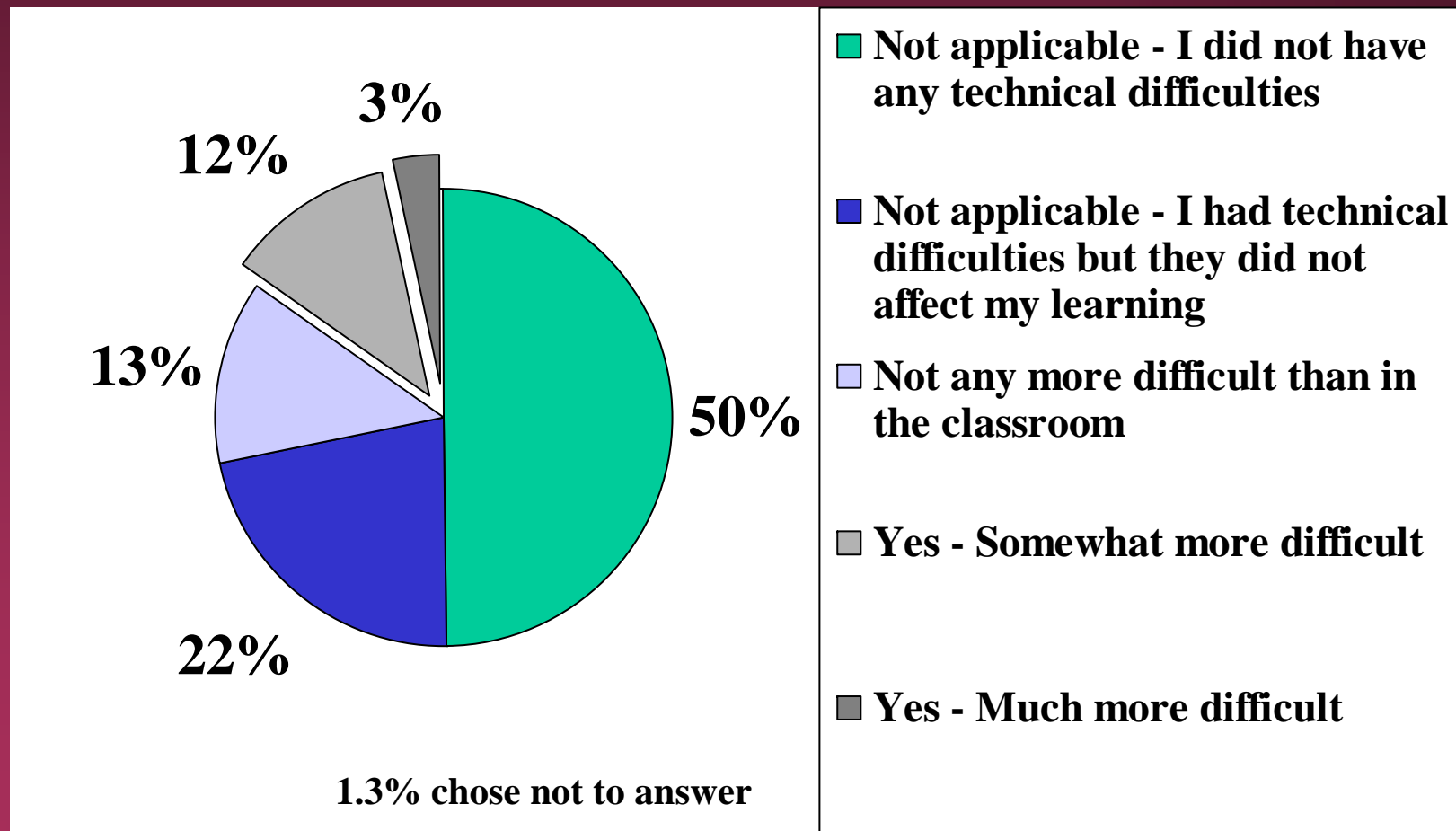
“Which of the following was your primary reason for taking this course online?”



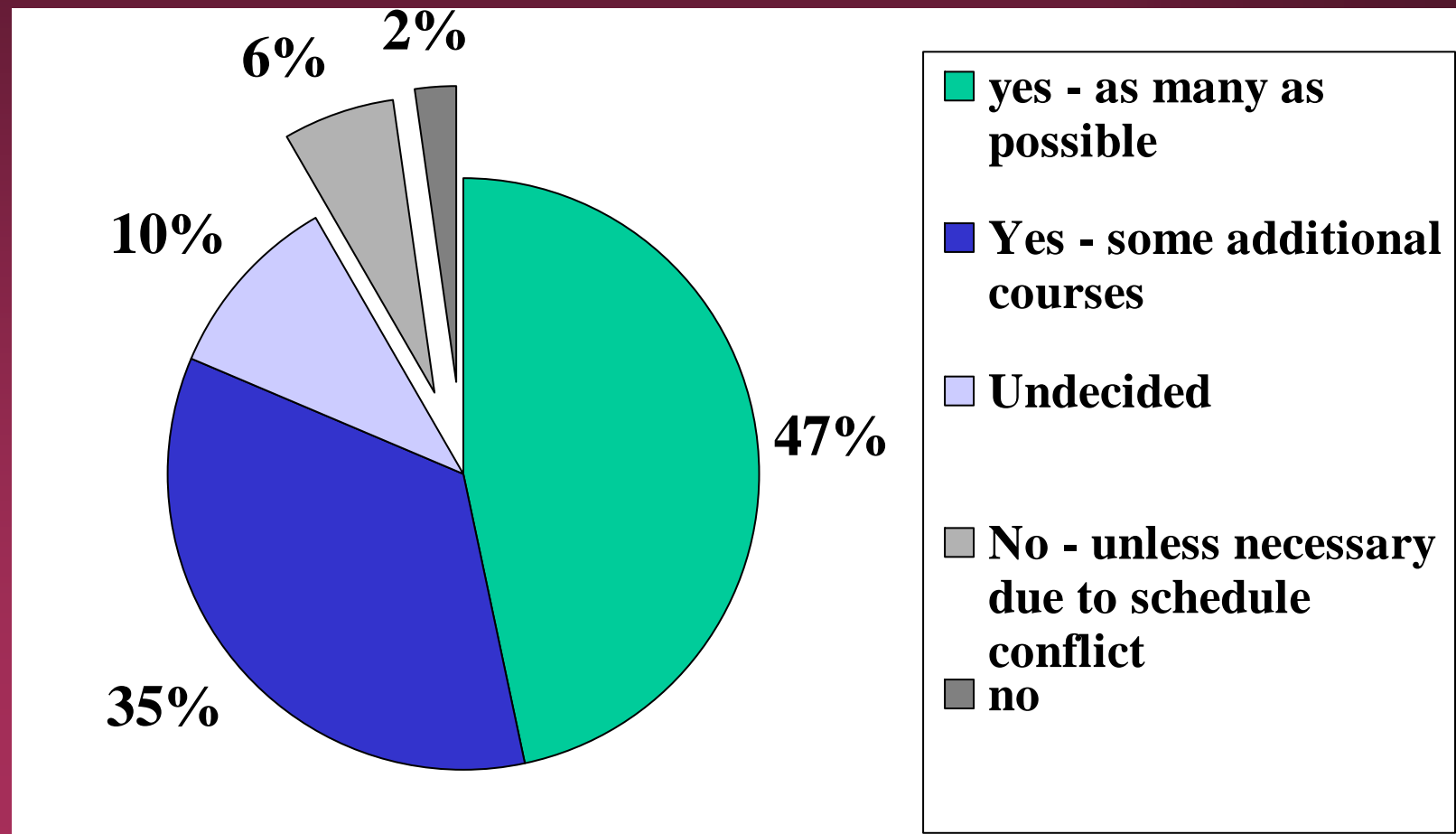
“Overall I think the technology involved had a positive effect on my learning the course content.”



“Do you feel technical difficulties made it more difficult to learn in this environment than in the classroom?”

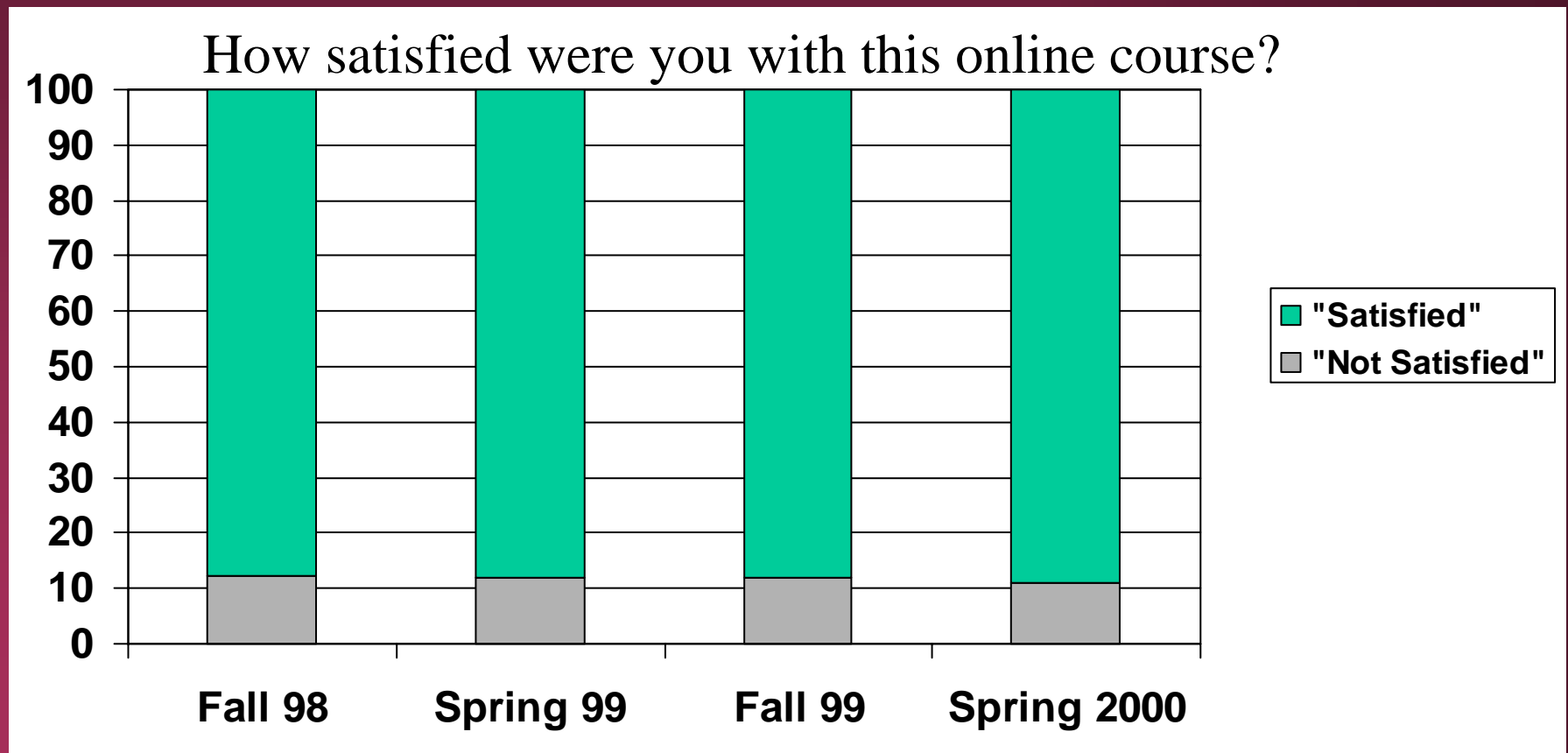


“Based on your experience, would you consider taking other online courses in the future?”



Longitudinal Data

Four Semesters of Student Satisfaction:



Hypotheses

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

Based on:

- Theory: Social/Socio-cognitive view of instruction:
(Vygotsky, 1962, 1978; Bruner, 1990; Brown, Collins & Duguid , 1989; Lave, 1988, 1990)

- Practice:

[7 Principles for Good Practice in Undergraduate Education](#)

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 = 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-($r=.58$)

S=Satisfaction

RL=Reported Learning

- 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-($r=.25$)

(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