

PRIORITIES SURVEY FOR ONLINE LEARNERS (PSOL)

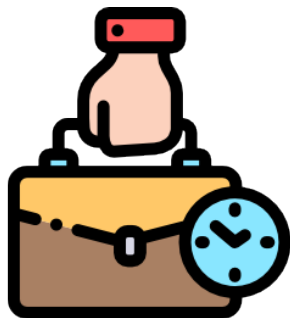
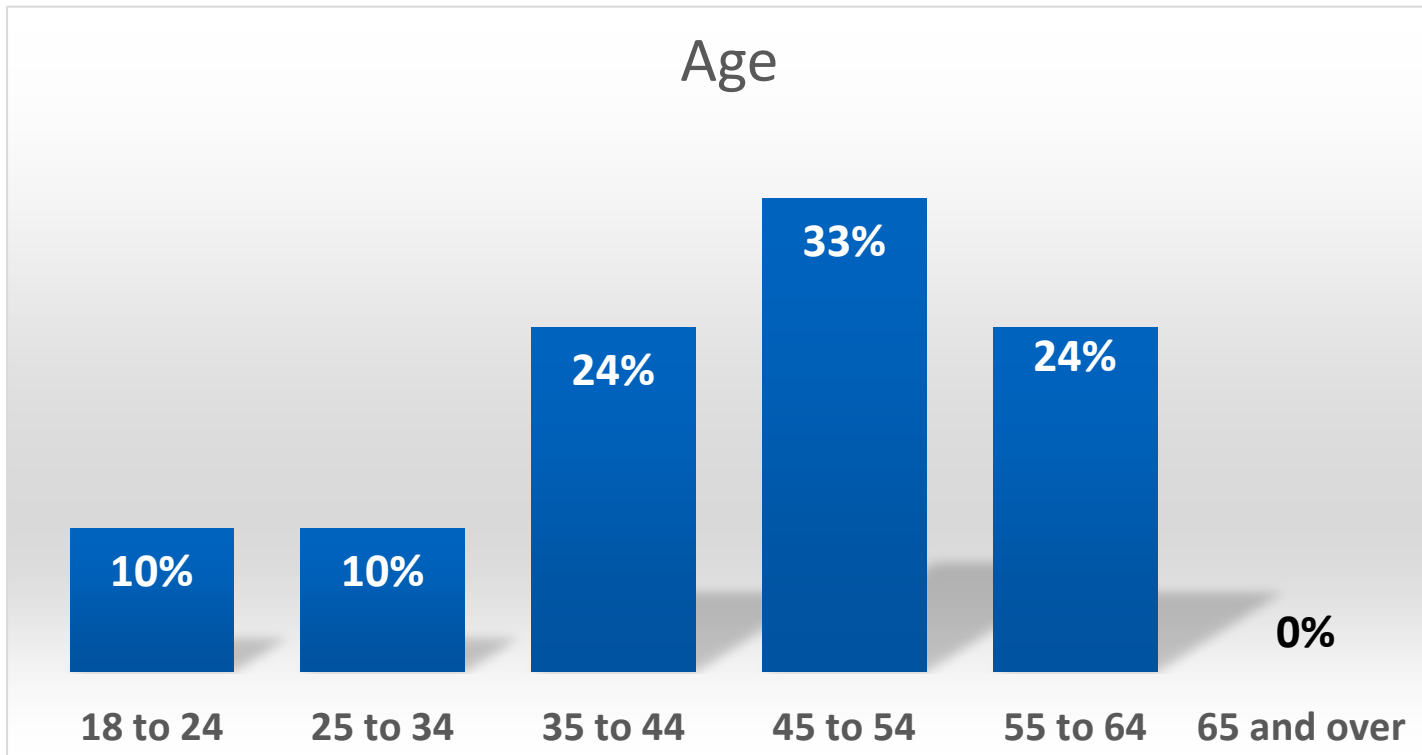
2022

Prepared by the Office of Institutional Research

Purpose and Background

- The PSOL is an instrument designed by Noel-Levitz to measure students' priorities and their level of satisfaction with the institution's performance related to those priorities
- Measures students' perceptions of five broad areas
 - Academic Services
 - Enrollment Services
 - Institutional Perceptions
 - Instructional Services
 - Student Services
- Administered to students enrolled in Online Bachelor's programs during Fall B 2022
 - 3% response rate

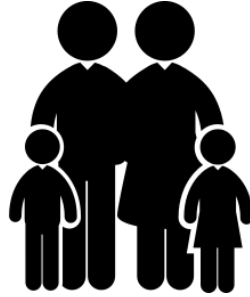
Demographics: Personal Profile



The majority of students are currently employed;
77% work full-time

Demographics: Personal Profile (cont.)

27% are married
with children



23% are single
(without children)



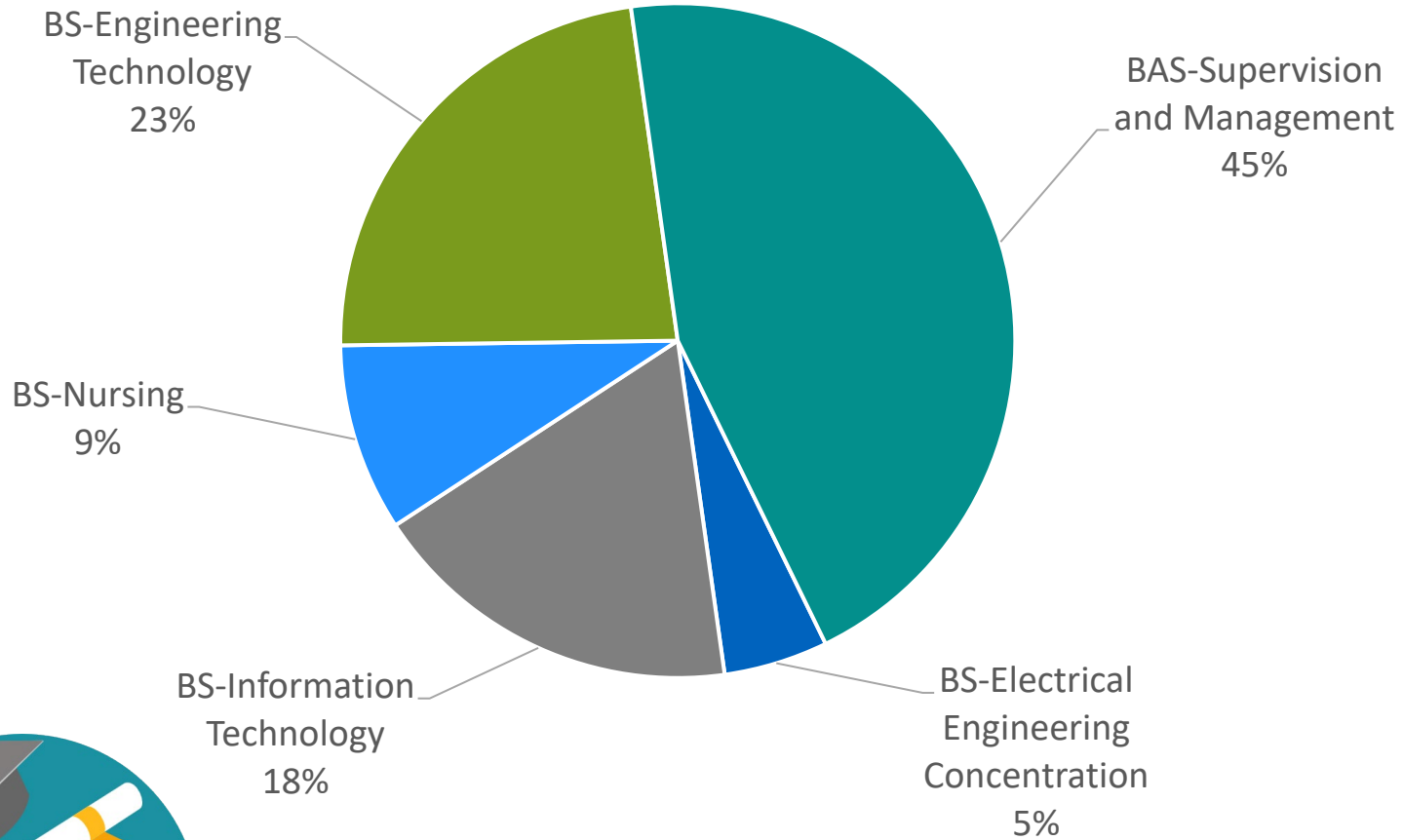
68% own their
own house



23% live in a relative's
home



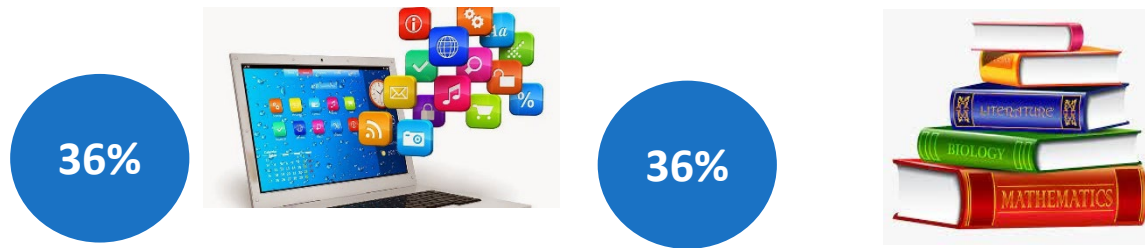
Demographics: Academic Profile



19% of students who shared their educational goals are looking to continue their education past a Bachelor's degree

Demographics: Learning Preferences

Most students prefer receiving content through **computer files (Word, PDF, Excel)** or **paper textbook**



Most students (95%) indicated they access their online course(s) via a **personal desktop or laptop computer.**



Results

Strengths & Challenges

Strengths¹

- ❑ Program requirements are clear and reasonable.
- ❑ Registration for online courses is convenient.
- ❑ Faculty are responsive to student needs
- ❑ Assessment and evaluation procedures are clear and reasonable.
- ❑ This institution responds quickly when I request information.
- ❑ Billing and payment procedures are clear and reasonable.
- ❑ My program advisor is accessible by telephone and e-mail.

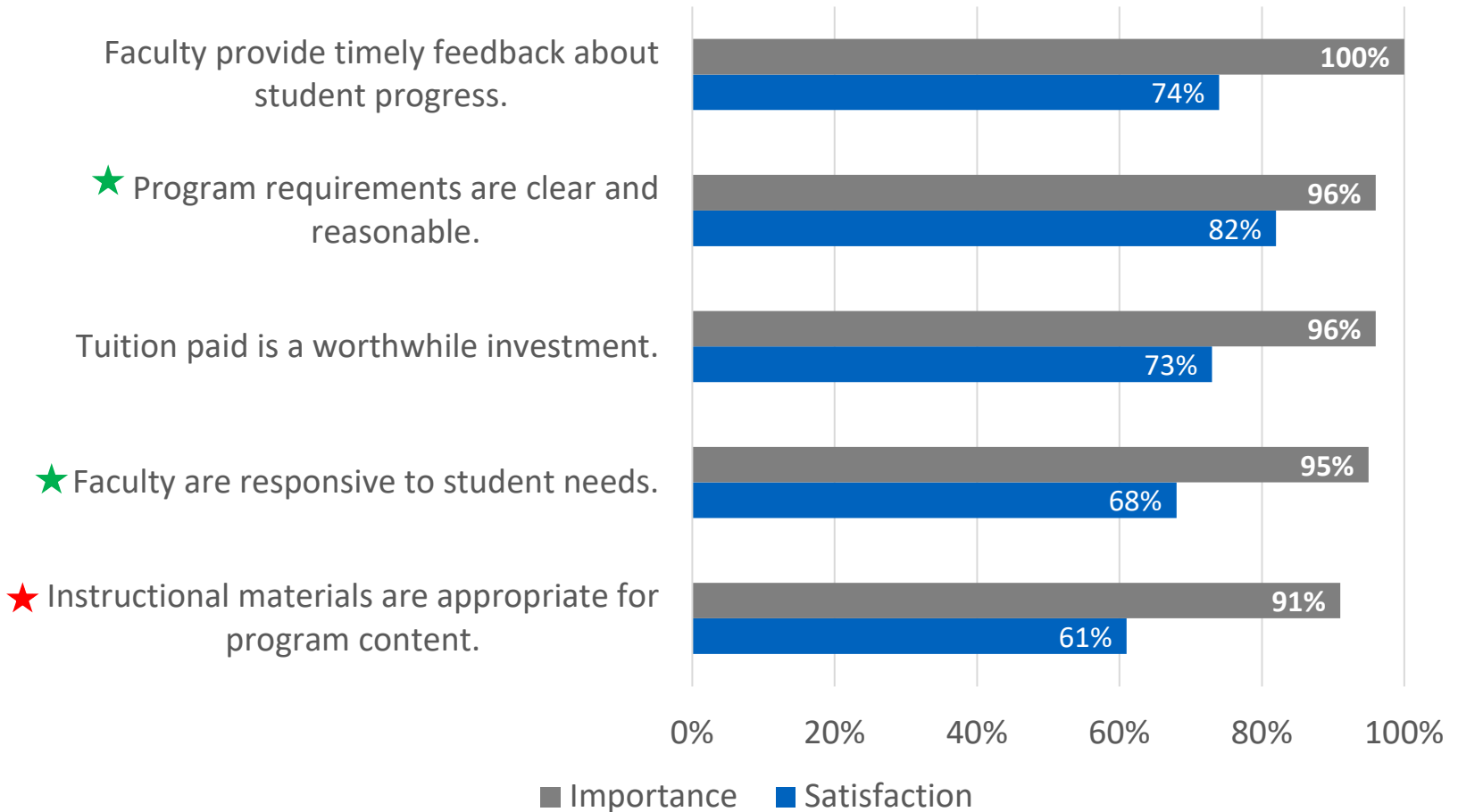
Challenges²

- ❑ Online course information is well-organized.
- ❑ Instructors of online courses present grading criteria for each assignment clearly.
- ❑ Instructional materials are appropriate for program content.
- ❑ Instructors of online courses provide a variety of activities to help me adequately understand subject matter.
- ❑ There are sufficient offerings within my program of study.
- ❑ Online course navigation is intuitive.

¹High importance and high satisfaction

²High importance and low satisfaction and/or large performance gap

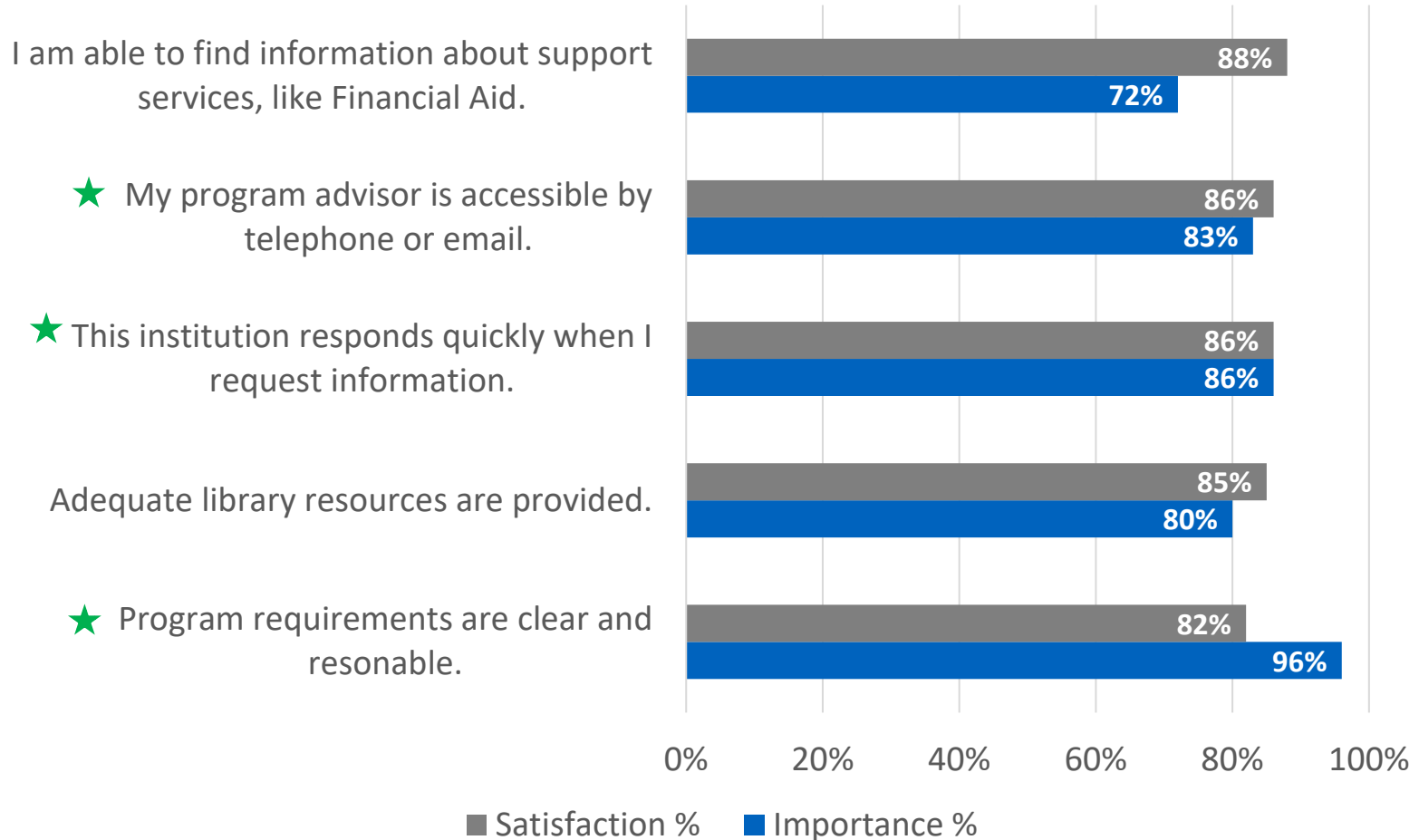
Top 5: Importance



★ Strength - High importance and high satisfaction

★ Challenge - High importance and low satisfaction and/or large performance gap

Top 5: Satisfaction

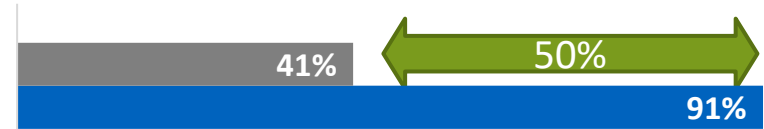


★ Strength - High importance and high satisfaction

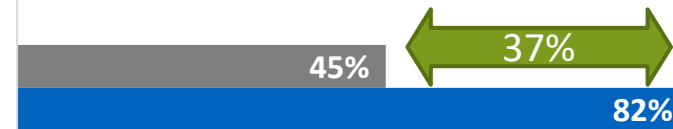
★ Challenge - High importance and low satisfaction and/or large performance gap

Top 5: Largest Performance Gaps

★ Instructors of online courses provide a variety of activities to help me adequately understand subject matter.



The frequency of student and instructor interaction is adequate.



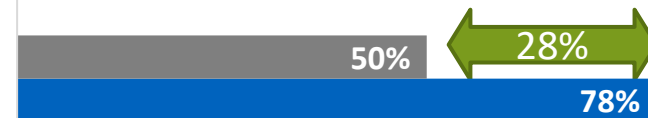
★ Online course information is well-organized.



★ Instructional materials are appropriate for program content.



Tutoring services are readily available for online courses.



0% 20% 40% 60% 80% 100%

■ Satisfaction % ■ Importance %

★ Strength - High importance and high satisfaction

★ Challenge - High importance and low satisfaction and/or large performance gap

Student Experience

Student Experience Summary

Q: So far, how has your college experience met your expectations?



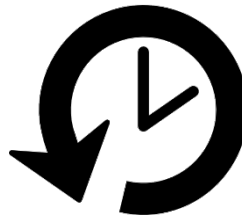
51% report their experience at DSC as **better, quite a bit or much better** than expected

Q: Rate your overall satisfaction with your experience at DSC thus far.



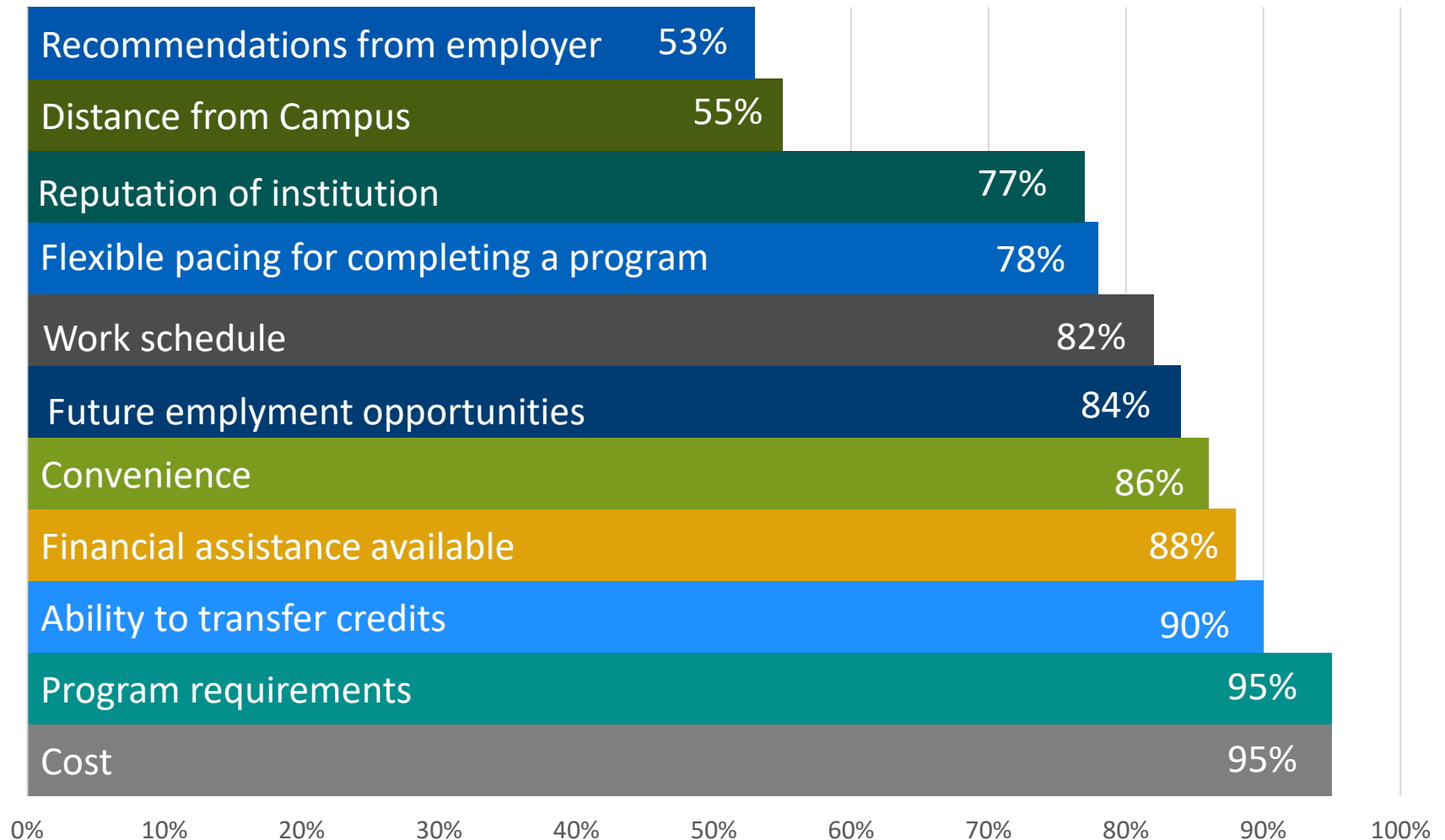
61% rate their overall satisfaction so far as **satisfied or very satisfied**

Q: All in all, if you had to do it all over, would you enroll at DSC again?



71% report they would **probably or definitely** enroll at DSC again

Factors to Enrollment



Questions and Final Remarks

