

QUALITY MATTERS

QM



Charting the Course: QM's 6th Annual Conference

Quality Assurance in Online Learning

The Student Voice

Inter-institutional Research on the Impact of QM for Students

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Session Objectives

- QM's 2014-2015 Research Agenda on Impact
 - Identifying existing impact research and how these projects contribute
- Purpose and Value of Student Voice Projects
 - Examining what we hope to learn
- DropThought: Semantic Analysis of Student Feedback
- Noel-Levitz: Student Perception and Satisfaction
- Institutional need to demonstrate impact
 - Discussing the relevance and potential for your own institution
- Questions

QM 2014/15 Research Agenda

QM's 2014-2015 Research Agenda on Student Impact builds on

- established QM principle of “taking a student’s perspective”
- Evidence of impact on faculty, institution, policy & practice
- course & departmental-level studies of QM impact on satisfaction & perceptions of quality
- Ralston-Berg’s longitudinal, multi-institutions study:
[Do quality standards matter to students](#)
- independent research, such as recent Bailie’s recent,
[What online students want compared to what institutions expect](#)

Focus on Students

Important, and inter-related:

- Student behavior
- Student outcomes
- Student perceptions/attitudes/affect

Where can the effect of QM most likely, and most strongly, be observed?

The Purpose of the Study

- National, inter-institutional student impact study
- Campus engagement in national research
- Reflecting previous research
- Comparison with national data
- Actionable data, no or reduced cost to institutions
- Demonstrating QM impact to institutional stakeholders
- Data for increased student success, strategic planning, and accreditation preparation

Alignment with Standards

Both studies align student feedback with the QM standards.

- Semantic analysis aligned to QM General Standards
- Survey questions aligned to QM Review Standards
- QM standards, and survey questions, align with accreditation standards
- View the [Alignment Map](#)

QUALITY MATTERS



Hearing the Student Voice: Semantic Analysis of Student Course Feedback Aligned to Quality Matters General Standards

A national, inter-institutional research project with



@2014 MarylandOnline., Inc.

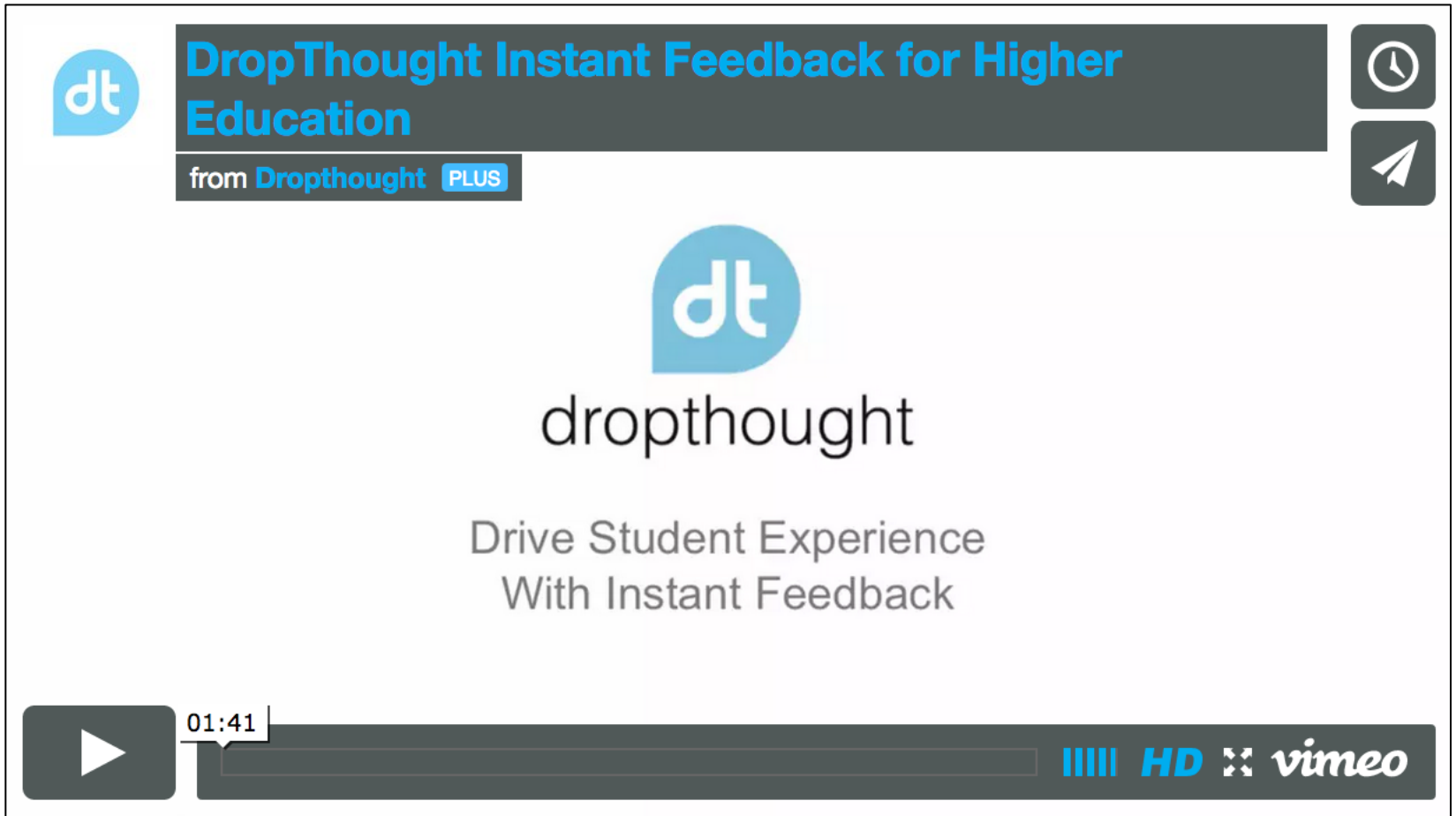
Project Scope

Description, timing, participants

How it fits the QM research agenda

Outcomes/benefits

Let's take a look at how DropThought captures real-time, anonymous student feedback and makes it actionable



The image shows a video player interface. At the top left, there is a blue circular logo with the letters 'dt' in white. To its right, the text 'DropThought Instant Feedback for Higher Education' is displayed in blue. Below this, it says 'from DropThought PLUS' in white text on a dark background. On the right side of the video player, there are two icons: a clock and a paper airplane. The main content of the video is centered and features the 'dt' logo, the word 'drophought' in a lowercase sans-serif font, and the tagline 'Drive Student Experience With Instant Feedback'. At the bottom left, there is a play button icon and a progress bar showing '01:41'. At the bottom right, there are icons for volume, 'HD' resolution, and the 'vimeo' logo.

dt DropThought Instant Feedback for Higher Education

from DropThought PLUS

dt
drophought

Drive Student Experience
With Instant Feedback

01:41

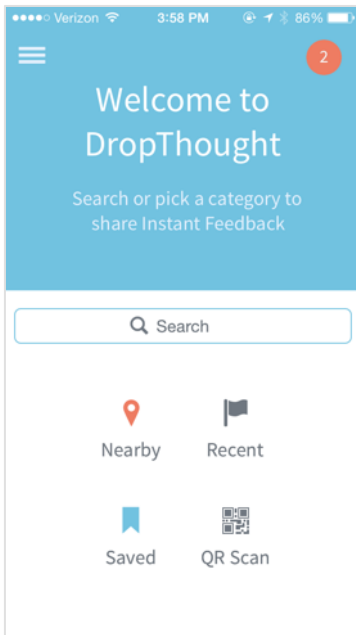
HD vimeo

Capture anytime/anywhere student feedback about the course experience generally

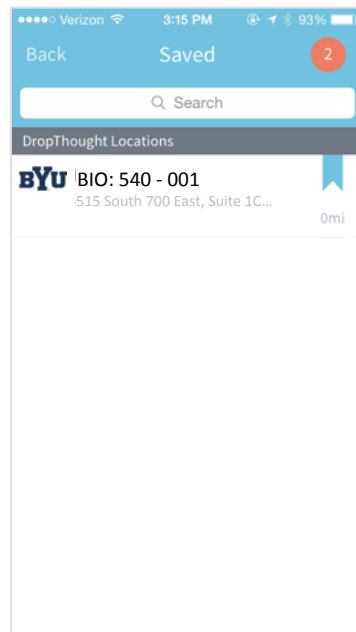


Students leave instant feedback on their mobile devices about general aspects of the course in 4 easy steps:

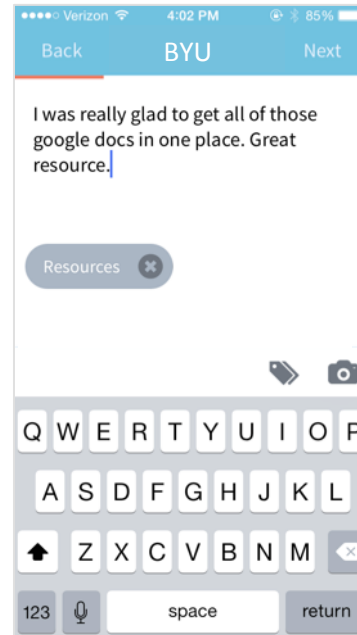
1. Open app



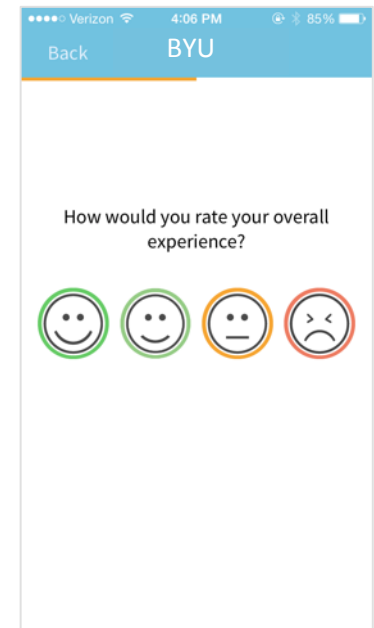
2. Select course



3. Leave feedback



4. Rate experience



Capture student feedback per assignment and activity for the duration of the course



Students launch the Instant Feedback web widget from an assignment link in the LMS

Feedback remains anonymous but can be responded to

Launched from an assignment reflection link in syllabus

DropThought Feedback Form

<https://canvas.dropthought.com/widgets/feedback%20f...>

ACME College: Biology 101-Section 01

Share your feedback *

Enter your anonymous feedback here

Rate your overall experience *

Awesome Good Okay Awful

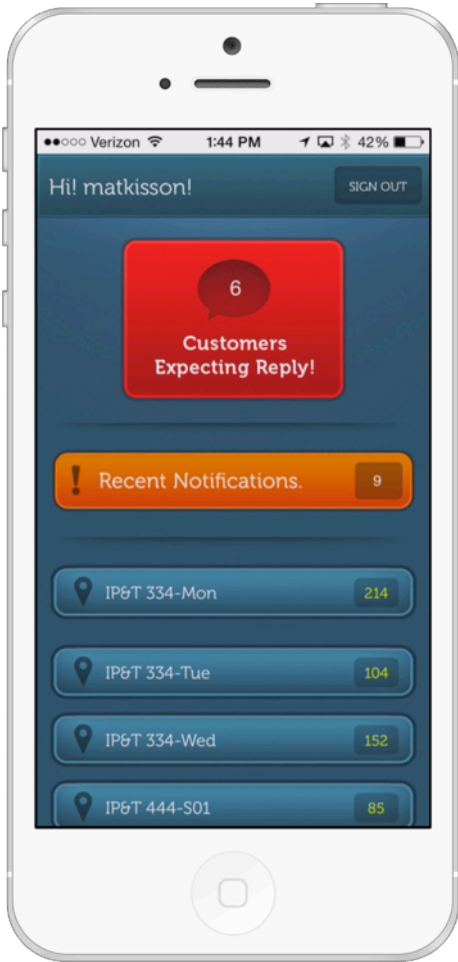
Submit Feedback

Powered by: **droptthought**

Participation points or credit recorded upon submission of feedback

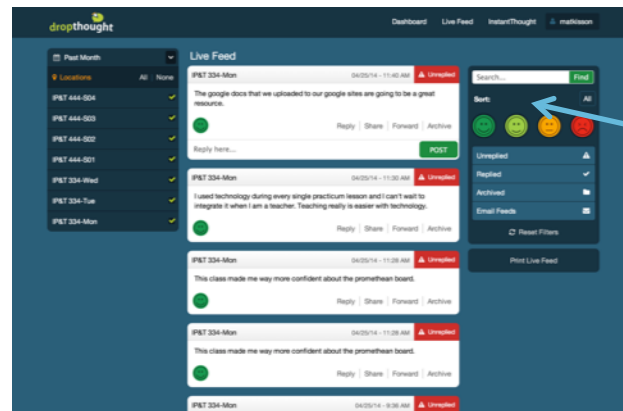
Instructors review and manage student feedback by web or mobile in real time...

Review and respond when needed by mobile



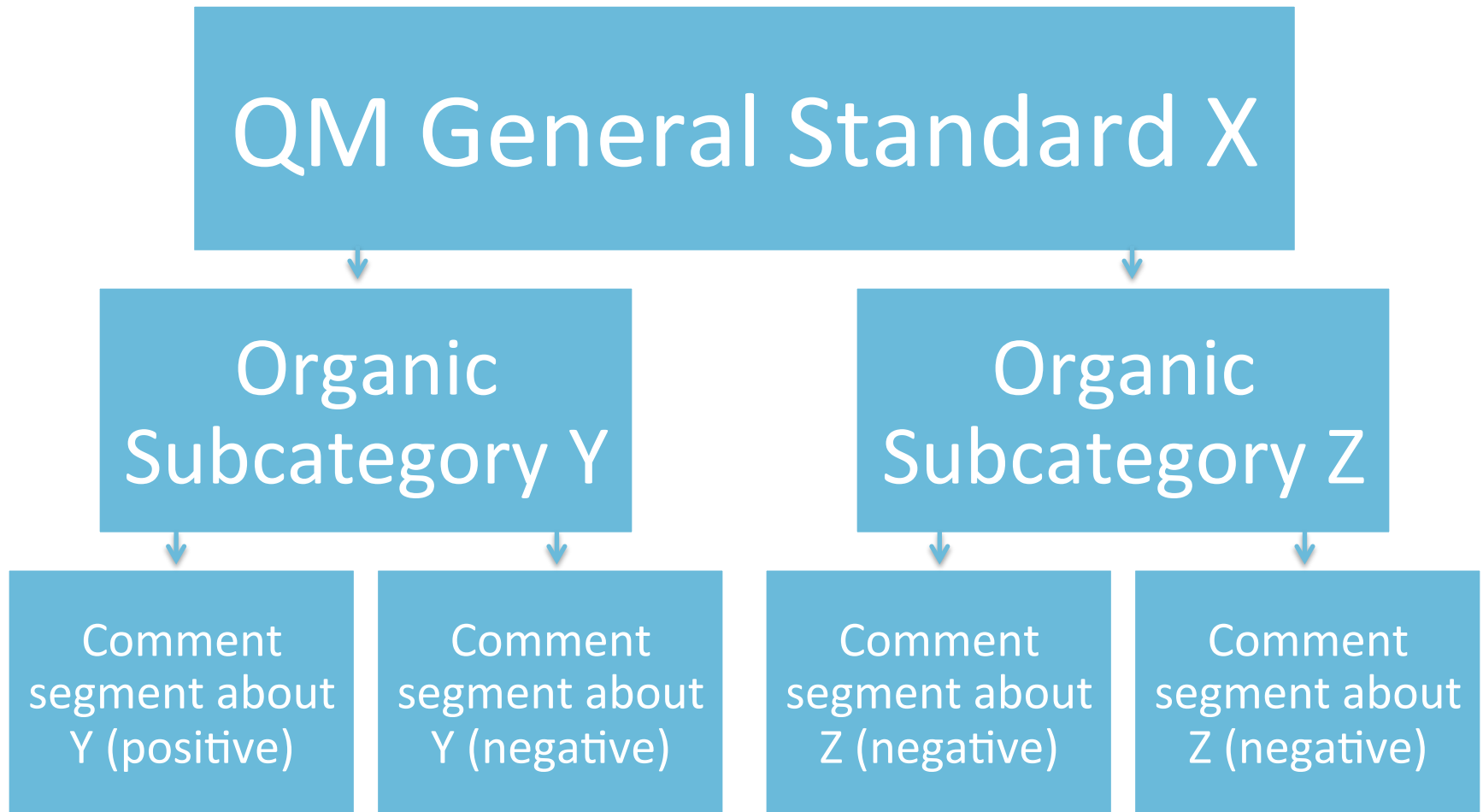
Analyze patterns in feedback with the DropThought Dashboard

Feedback organized by assignment



Sort feedback by sentiment level and custom searches

For QM's research, DropThought classifies student feedback into categories and subcategories...



...For example, here are the QM General Standard (GS) categories that we will be using...

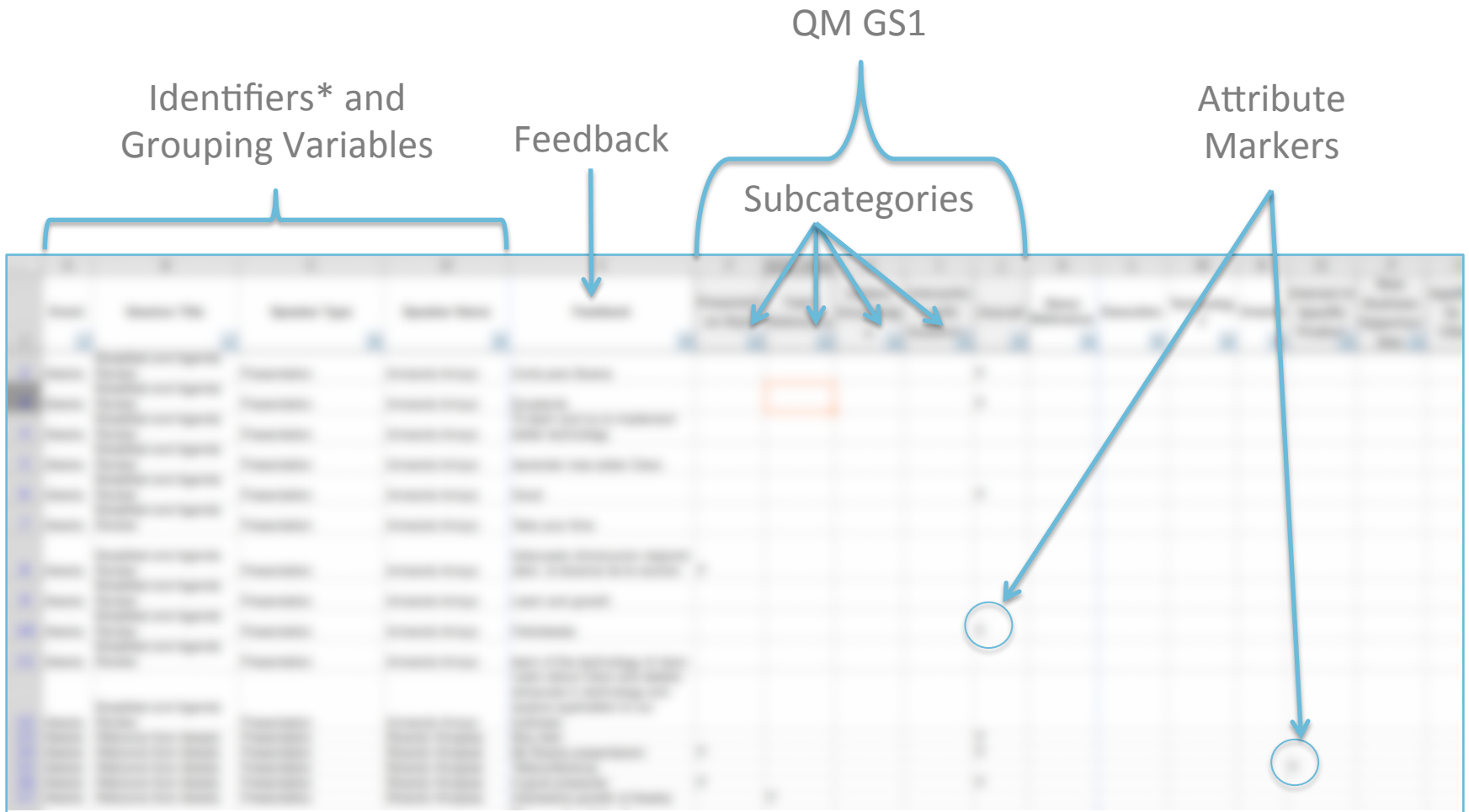
Top Level Category (QM GS)	Description (comments about...)
Beginning Design	The beginning of the semester, where do I start, etc.
Learning Objectives	Whether students could or knew how to meet the learning objectives
Assessment	The grading, assessments, quizzes, tests, etc.
Materials	The materials used or instructions around them
Activities	Assignments, activities, their instructions, or running of
Tech/Nav.	Technology used, usability, instructions for tech
Support	Learning support outside the class
Accessibility	Readability, equal access for students with disabilities
Teaching	The instructor, teaching, etc.
Other	Anything else

...Then, DropThought classifies feedbacks semantically and by attribute within a particular QM GS

Category (QM GS)	Preliminary Subcategories
Activities	Applicability/Utility
	Activity Instructions
	Technology used, usability, instructions for tech
	Practice Time
	Time to complete
	Group Work
	Grading

Feedback Attributes	Preliminary Types
Attributes	Positive
	Negative
	Neutral

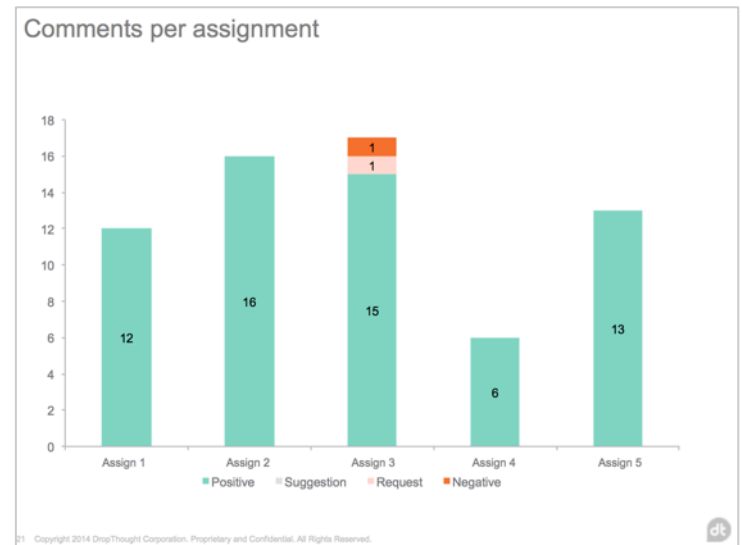
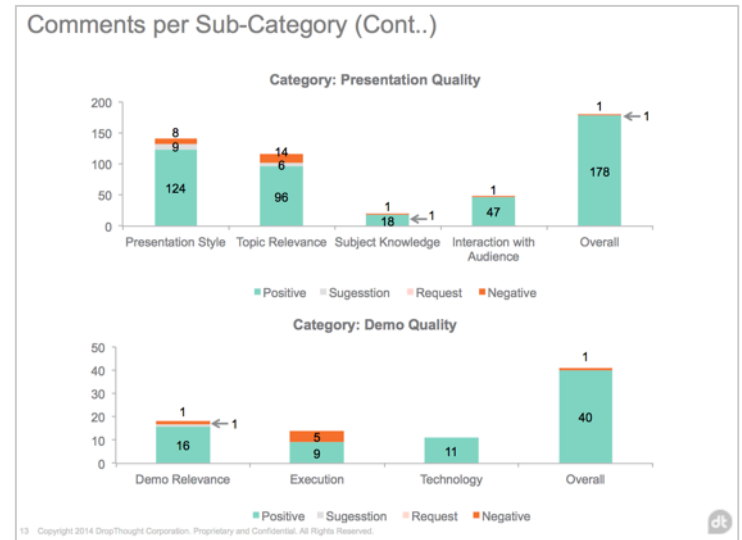
After the end of the study, instructors will receive the anonymous results of feedback classifications for their class in a data file



*Student identifying information will be anonymized

Text analytics will help not only the QM study, but also will help instructors answer important questions when they explore their own data

- What assignments and activities produced the richest reflections?
- Which class sessions and assignments resonated the most and the least with students?
- What course logistics and instructions can I make more clear?



QUALITY MATTERS

QM

Quality Matters for Online Students: A National, Inter-institutional Study on the Impact of QM on Online Student Priorities and Satisfaction

A national, inter-institutional research project with

Noel-Levitz®

@2014 MarylandOnline, Inc.

Project Scope

Description, timing, participants


How it fits the QM research agenda

Outcomes/benefits

Priorities Survey for Online Learners

Noel-Levitz[®]
Priorities Survey for Online Learners[™]

Step 1 ▶ Step 2 ▶ Step 3 ▶ Done



Priorities Survey for Online Learners[™]

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Dear Sample University student:

Your thoughtful and candid responses to this survey are very important to your institution. Your responses will give your campus leadership insights about the aspects of this program that are important to you as well as how satisfied you are with them.

Thank you for your participation.

INSTRUCTIONS:

- Indicate your responses to each item as requested
- At the end of each section, click on "next page" to continue
- Be sure to complete the survey in one sitting (if you exit and return to the survey, your original responses will be lost)

Please note:
You will need approximately 10-15 minutes to complete the survey. To see as much of the survey as possible, you may want to maximize your browser window.

Priorities Survey for Online Learners



Priorities Survey for Online Learners™

Step 1 (Page 1 of 5)

▶ Step 2

▶ Step 3

▶ Done

Each item below describes an expectation about your experiences with this program.

On the left, tell us how important it is for your institution to meet this expectation.

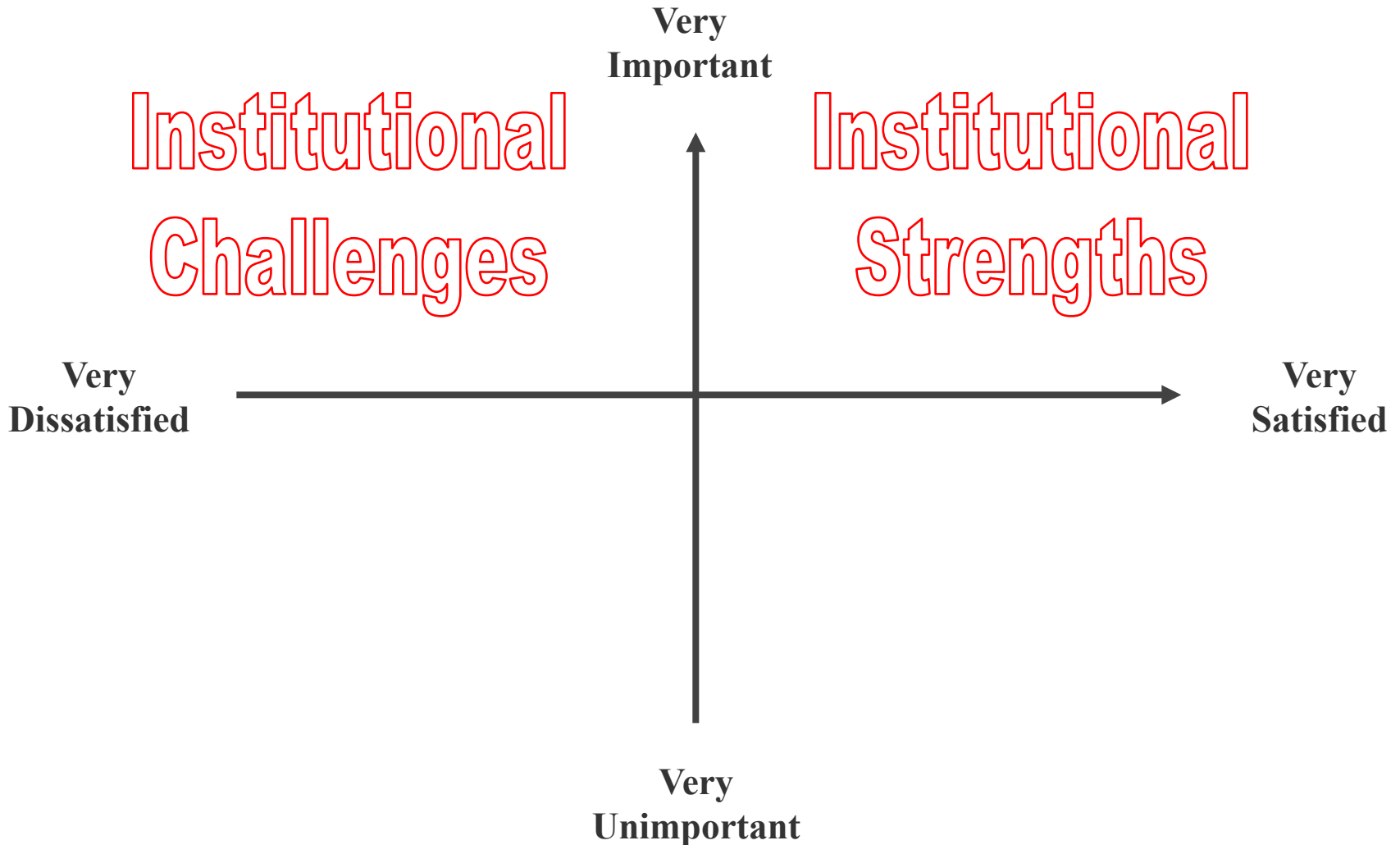
On the right, tell us how satisfied you are that your institution has met this expectation.

Importance to me My level of satisfaction									
1 - not important at all								5 - somewhat important									
2 - not very important								6 - important									
3 - somewhat unimportant								7 - very important									
4 - neutral								N/A - does not apply									
1	2	3	4	5	6	7	N/A										
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		1. This institution has a good reputation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		2. My program advisor is accessible by telephone and e-mail.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		3. Instructional materials are appropriate for program content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		4. Faculty provide timely feedback about student progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		5. My program advisor helps me work toward career goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		6. Tuition paid is a worthwhile investment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		7. Program requirements are clear and reasonable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		8. Student-to-student collaborations are valuable to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		9. Adequate financial aid is available.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		10. This institution responds quickly when I request information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		11. Student assignments are clearly defined in the syllabus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		12. There are sufficient offerings within my program of study.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
1	2	3	4	5	6	7	N/A			1	2	3	4	5	6	7	N/A

Priorities Survey for Online Learners

- Appropriate for students enrolled in 100 percent online programs or hybrid programs
 - Undergraduate or graduate students
- Only available for online administrations
 - Invite 100 percent of your population and expect a 20 percent response rate
- 26 standard items on the survey, covering the following categories:
 - Academic services
 - Enrollment services
 - Institutional perceptions
 - Instructional services
 - Student services

Matrix for prioritizing action



Top strengths and challenges: Online learners

Top strengths:

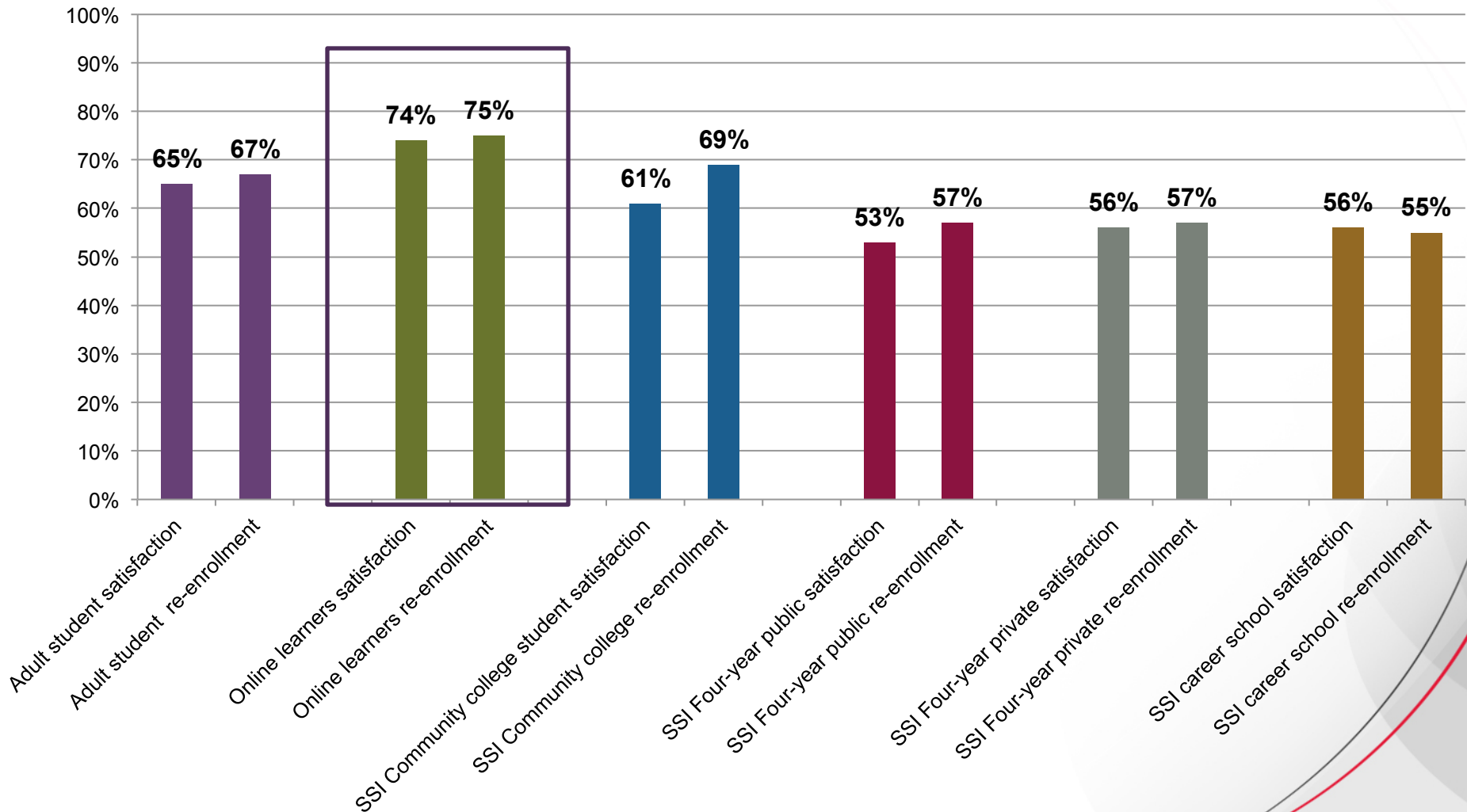
- Registration for online courses is convenient.
- Instructional materials are appropriate for program content.
- Billing and payment procedures are convenient for me.
- Adequate online library resources are provided.

Top challenges:

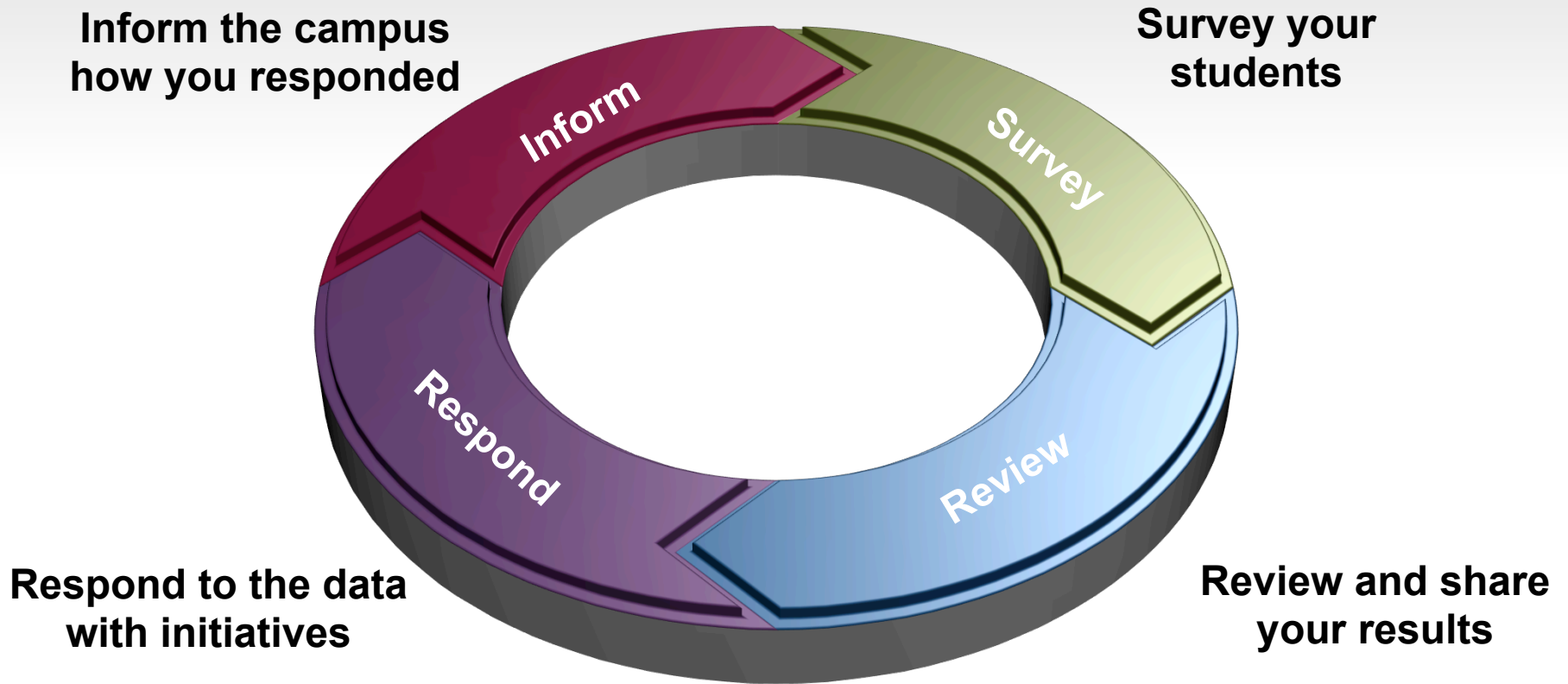
- The quality of online instruction is excellent.
- Student assignments are clearly defined in the syllabus.
- Faculty are responsive to student needs.
- Tuition paid is a worthwhile investment.
- Faculty provide timely feedback about student progress.

Overall satisfaction/likelihood to re-enroll

Percentage of students satisfied/very satisfied or probably/definitely would re-enroll



Systematic assessment cycle



PSOL Details – Lots of Flexibility

- Survey in the fall or spring
- Survey students in QM Programs as well as Non-QM programs
- Noel-Levitz will manage the e-mail invitation process for you, with your messages, your timeline and your incentives
- Option to customize the survey with additional items

Quality Matters Custom Items

1. This institution's online courses are of high quality.
2. Courses have clear instruction about getting started and where to begin.
3. The technologies required in my courses are readily available, provided or easily downloaded.
4. Navigation in the online courses is logical, consistent, and efficient.
5. Course learning objectives, and instructions on how to meet them, are made clear in my courses.
6. Courses are well-designed, readable and not distracting.



You will receive your results within two weeks after your online account closes

Print Entire Report

Print This Section

Strengths and Challenges

Strengths ¹	vs. Comparison ¹
21. Adequate online library resources are provided.	+
22. I am aware of whom to contact for questions about programs and services.	+
30. Campus item 4	
27. Campus item 1	
28. Campus item 2	
18. Registration for online courses is convenient.	
3. Instructional materials are appropriate for program content.	+
Challenges ¹	
20. The quality of online instruction is excellent.	+
25. Faculty are responsive to student needs.	+
6. Tuition paid is a worthwhile investment.	+
10. This institution responds quickly when I request information.	
4. Faculty provide timely feedback about student progress.	+
14. I receive timely information on the availability of financial aid.	+

Benchmarks

Higher Satisfaction vs. National Online Learners

20. The quality of online instruction is excellent.	
21. Adequate online library resources are provided.	
22. I am aware of whom to contact for questions about programs and services.	
25. Faculty are responsive to student needs.	
11. Student assignments are clearly defined in the syllabus.	
9. Adequate financial aid is available.	
3. Instructional materials are appropriate for program content.	

Print Entire Report Print This Section

Sort on each column to see data from highest to lowest.

Item	PSOL Sample			National Online Learners			Difference
	Importance	Satisfaction / SD	Gap	Importance	Satisfaction / SD	Gap	
1. This institution has a good reputation.	6.53	6.04 / 1.24	0.49	6.47	5.98 / 1.21	0.49	0.06
2. My program advisor is accessible by telephone and e-mail.	6.62	6.22 / 1.21	0.40	6.49	6.03 / 1.36	0.46	0.19 ***
★ 3. Instructional materials are appropriate for program content.	6.64	6.23 / 1.17	0.41	6.62	6.00 / 1.21	0.62	0.23 ***
🚩 4. Faculty provide timely feedback about student progress.	6.61	5.96 / 1.34	0.65	6.62	5.79 / 1.41	0.83	0.17 ***
5. My program advisor helps me work toward career goals.	6.45	5.85 / 1.43	0.60	6.32	5.59 / 1.61	0.73	0.26 ***
🚩 6. Tuition paid is a worthwhile investment.	6.63	5.95 / 1.38	0.68	6.65	5.76 / 1.45	0.89	0.19 ***
7. Program requirements are clear and reasonable.	6.61	6.11 / 1.20	0.50	6.63	5.94 / 1.29	0.69	0.17 ***
8. Student-to-student collaborations are valuable to me.	5.79	5.80 / 1.38	-0.01	5.40	5.54 / 1.42	-0.14	0.26 ***
9. Adequate financial aid is available.	6.65	6.08 / 1.40	0.57	6.50	5.83 / 1.53	0.67	0.25 ***
🚩 10. This institution responds quickly when I request information.	6.62	6.02 / 1.35	0.60	6.60	5.94 / 1.40	0.66	0.08
11. Student assignments are clearly defined in the syllabus.	6.66	6.22 / 1.16	0.44	6.68	5.97 / 1.30	0.71	0.25 ***
12. There are sufficient offerings within my program of study.	6.57	6.05 / 1.23	0.52	6.58	5.94 / 1.28	0.64	0.11 **
13. The frequency of student and instructor interactions is adequate.	6.47	5.94 / 1.36	0.53	6.40	5.80 / 1.36	0.60	0.14 **
🚩 14. I receive timely information on the availability of financial aid.	6.60	5.91 / 1.47	0.69	6.45	5.76 / 1.55	0.69	0.15 **

Expand / Toggle All Print Entire Report Print This Section

Sort on each column to see data from highest to lowest.

Scale / Item	PSOL Sample			National Online Learners			Difference
	Importance	Satisfaction / SD	Gap	Importance	Satisfaction / SD	Gap	
▼ Enrollment Services	6.63	6.14 / 1.08	0.49	6.54	6.04 / 1.09	0.50	0.10 **
9. Adequate financial aid is available.	6.65	6.08 / 1.40	0.57	6.50	5.83 / 1.53	0.67	0.25 ***
★ 18. Registration for online courses is convenient.	6.65	6.39 / 1.10	0.26	6.64	6.37 / 1.10	0.27	0.02
📄 14. I receive timely information on the availability of financial aid.	6.60	5.91 / 1.47	0.69	6.45	5.76 / 1.55	0.69	0.15 **
23. Billing and payment procedures are convenient for me.	6.60	6.18 / 1.27	0.42	6.56	6.16 / 1.27	0.40	0.02
▶ Institutional Perceptions	6.58	6.00 / 1.18	0.58	6.56	5.87 / 1.20	0.69	0.13 ***
▶ Academic Services	6.55	6.03 / 0.97	0.52	6.46	5.90 / 1.01	0.56	0.13 ***
▶ Student Services	6.54	6.06 / 1.07	0.48	6.41	5.85 / 1.14	0.56	0.21 ***
▶ Instructional Services	6.51	6.04 / 1.03	0.47	6.45	5.85 / 1.06	0.60	0.19 ***

National Group Means are based on 114138 records

*Difference statistically significant at the .05 level

**Difference statistically significant at the .01 level

***Difference statistically significant at the .001 level

Welcome... Strategic Planning Overview Item Report **Scale Report** **Summary Report** Item Percentage Report Demographics

Print Entire Report

Print This Section

	PSOL Sample	National Online Learners	Difference
Summary			
So far, how has your college experience met your expectations?	5.40	5.18	0.22 ***
1=Much worse than expected	1%	2%	
2=Quite a bit worse than I expected	1%	1%	
3=Worse than I expected	5%	6%	
4=About what I expected	17%	23%	
5=Better than I expected	27%	25%	
6=Quite a bit better than I expected	13%	15%	
7=Much better than expected	32%	26%	
Rate your overall satisfaction with your experience here thus far.	5.99	5.83	0.16 ***
1=Not satisfied at all	1%	1%	
2=Not very satisfied	1%	2%	
3=Somewhat dissatisfied	3%	4%	
4=Neutral	5%	5%	
5=Somewhat satisfied	8%	11%	
6=Satisfied	34%	37%	
7=Very satisfied	44%	37%	
All in all, if you had to do it over, would you enroll here again?	5.93	5.86	0.07
1=Definitely not	3%	2%	
2=Probably not	3%	4%	
3=Maybe not	2%	3%	
4=I don't know	8%	6%	
5=Maybe yes	6%	7%	
6=Probably yes	22%	26%	
7=Definitely yes	53%	49%	

Print Entire Report Print This Section

Sort on each column to see data from highest to lowest.

This report provides a look at the percentage of responses that indicated an answer of 6 or 7 to the items in the survey: 6 is considered "important" or "satisfied" and 7 is considered "very important" or "very satisfied."

Item	PSOL Sample			National Online Learners			Difference
	Importance %	Satisfaction %	Gap	Importance %	Satisfaction %	Gap	
1. This institution has a good reputation.	91%	76%	15%	88%	75%	13%	1%
2. My program advisor is accessible by telephone and e-mail.	92%	82%	10%	88%	77%	11%	5%
★ 3. Instructional materials are appropriate for program content.	94%	84%	10%	94%	76%	18%	8%
🚩 4. Faculty provide timely feedback about student progress.	93%	75%	18%	94%	69%	25%	6%
5. My program advisor helps me work toward career goals.	89%	70%	19%	83%	64%	19%	6%
🚩 6. Tuition paid is a worthwhile investment.	93%	75%	18%	93%	68%	25%	7%
7. Program requirements are clear and reasonable.	94%	80%	14%	94%	74%	20%	6%
8. Student-to-student collaborations are valuable to me.	68%	68%	0%	55%	60%	-5%	8%
9. Adequate financial aid is available.	93%	80%	13%	89%	71%	18%	9%
🚩 10. This institution responds quickly when I request information.	94%	77%	17%	93%	75%	18%	2%
11. Student assignments are clearly defined in the syllabus.	94%	83%	11%	95%	75%	20%	8%
12. There are sufficient offerings within my program of study.	92%	77%	15%	92%	74%	18%	3%
13. The frequency of student and instructor interactions is adequate.	89%	75%	14%	87%	70%	17%	5%
🚩 14. I receive timely information on the availability of financial aid.	93%	74%	19%	88%	70%	18%	4%
15. Channels are available for providing timely responses to student complaints.	88%	70%	18%	84%	63%	21%	7%
16. Appropriate technical assistance is readily available.	92%	78%	14%	89%	77%	12%	1%
17. Assessment and evaluation procedures are clear and reasonable.	93%	79%	14%	91%	76%	15%	3%
★ 18. Registration for online courses is convenient.	94%	87%	7%	93%	87%	6%	0%
19. Online career services are available.	88%	76%	12%	78%	65%	13%	11%

Expand / Toggle All Print Entire Report Print This Section

* Indicates the response option that was selected by the majority of survey participants.

Gender

		N	%
*	Female	746	78.12%
	Male	209	21.88%
	Total	955	100%
	No Answer	7	

Age

		N	%
	18 and under	0	0%
	19 to 24	57	5.97%
*	25 to 34	303	31.73%
	35 to 44	297	31.10%
	45 to 54	217	22.72%
	55 to 64	74	7.75%
	65 and over	7	0.73%
	Total	955	100%
	No Answer	7	

Ethnicity/Race

		N	%
	African-American	322	34.29%
	American Indian or Alaskan Native	13	1.38%
	Asian or Pacific Islander	18	1.92%
*	Caucasian/White	439	46.75%
	Hispanic	72	7.67%
	Other race	29	3.09%
	Race - Prefer not to respond	46	4.90%
	Total	939	100%
	No Answer	23	

Current Enrollment Status

Marital Status

		N	%
	Single	238	25.19%
	Single with children	253	26.77%
	Married	110	11.64%
*	Married with children	301	31.85%
	Marital - Prefer not to respond	43	4.55%
	Total	945	100%
	No Answer	17	

Current Plans

		N	%
*	Complete online degree program	873	93.37%
	Complete degree on campus	5	0.53%
	Transfer credits	23	2.46%
	Complete this course	34	3.64%
	Total	935	100%
	No Answer	27	

Current Online Enrollment

		N	%
	1-3 credits	257	27.63%
	4-6 credits	100	10.75%
	7-9 credits	48	5.16%
	10-12 credits	87	9.35%
	13-15 credits	67	7.20%
*	More than 15 credits	371	39.89%
	Total	930	100%
	No Answer	32	

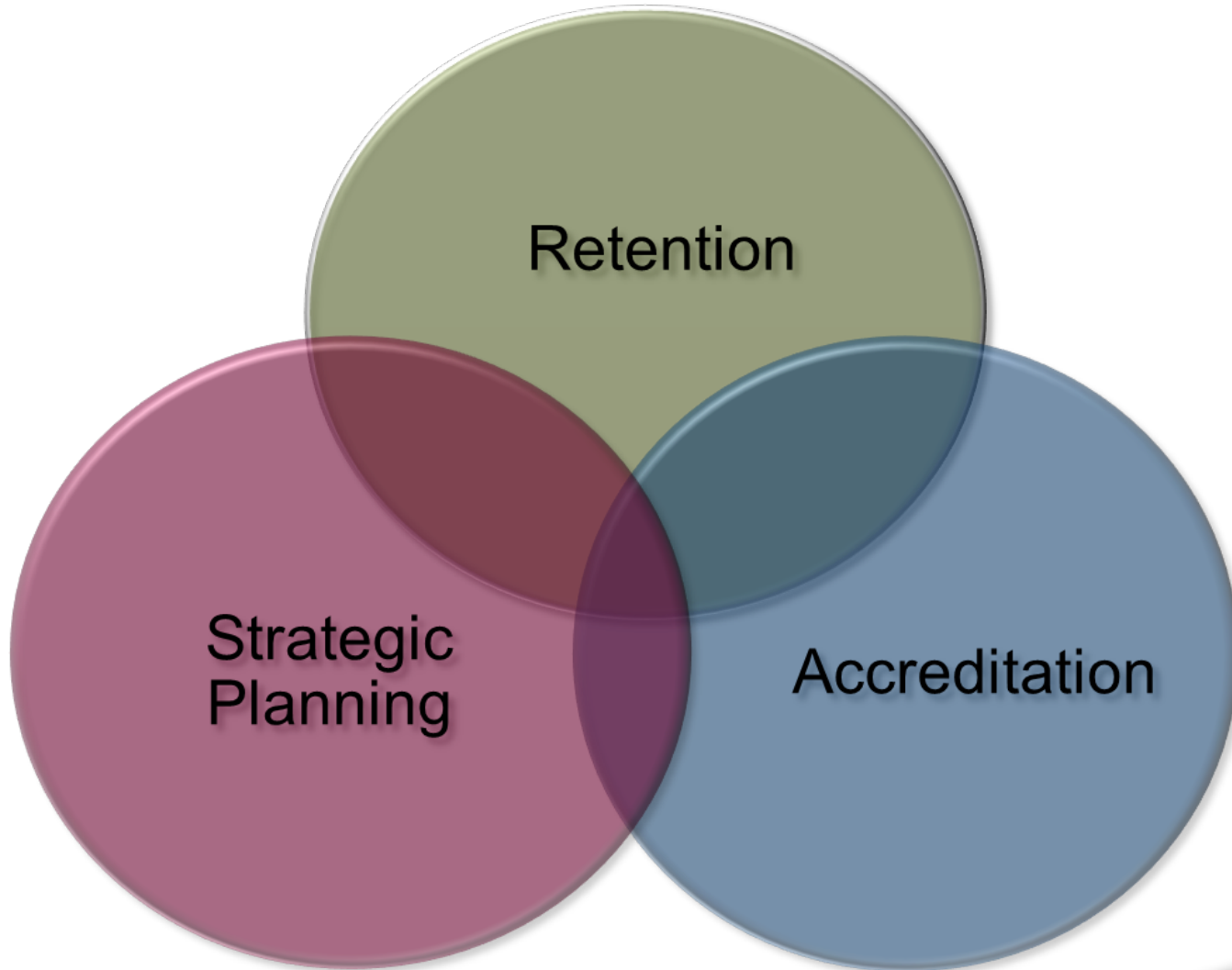
Previous Online Enrollment

		N	%
--	--	---	---

PSOL Reports for the QM Project

- Campus results vs. National Comparison Group
- Campus results (QM programs) vs. QM Comparison Group
- *Optional items:*
 - Your QM programs vs. your non-QM programs
 - Year-to-year reports to compare with previous administrations
 - Raw data

Your data will help you
with:



See the full survey instrument here: www.noellevitz.com/PSOL

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Adult Student Priorities Survey™

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Frequently Asked Questions

Case Study - Fort Hays State University (Kansas)

Parent Satisfaction Inventory™

Assessments for Private Post-Secondary Schools

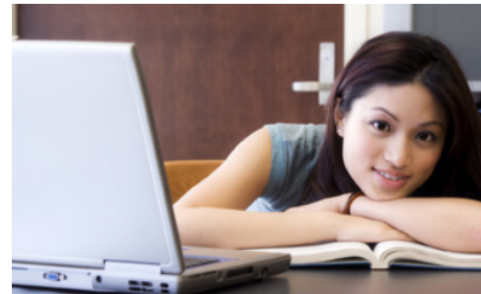
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Assess the satisfaction and priorities of students in distance learning and online programs



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Now you can measure the satisfaction levels of online learners with the Priorities Survey for Online Learners (PSOL). The first survey of its kind designed specifically for online students, the PSOL can tell you how satisfied your students are and what issues are really important to them.

Resources

See samples

Take a look at samples of the Priorities Survey for Online Learners. Please note that the PSOL is only available online.

- [PSOL sample](#)



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Outcomes of Interest for Institutions

Impact of QM
Student Perception

Potential at Your Institution

- How do you evaluate your investment in QM?
- What kind of student feedback tools do you currently use at the course and/or program level?
 - What do you collect and how do you use the data?
- Who participates in researching on teaching and learning at your institution?
 - Would they participate in these studies?

Questions

What questions do you have about these projects?
What else do you need to know to move forward?



For Further Questions Contact

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