



# Priorities Survey for Online Learners

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2015-2016

## Overview

Upon recommendation by the Office of Institutional Planning and Assessment (OIPA), Student Affairs

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to enroll at the institution: (1) website, (2) contact with current students and/or recent program graduates and (3) online catalogs. Least important were printed catalogs/brochures and advertisements.

x Themost

Table 1. Number of Respondents by Program

<b>School of Health Professions</b>	
Bachelor of Science in Clinical Laboratory Science (Second Degree)	7
Bachelor of Science in Clinical Services Management	13
Bachelor of Science in Health Sciences	11
Master of Rehabilitation Counseling	43
Master of Science in Clinical Practice Management	37
Doctor of Science in Physical Therapy (ScD)	18
Transitiona Doctor of Physical Therapy (tDPT)	18
<b>School of Nursing</b>	
Bachelor of Science in Nursing (RN to BSN)	147
Bachelor of Science in Nursing (Second Degree)	32
Bachelor of Science in Nursing (Veteran to BSN)	0
Master of Science in Nursing	144
<b>Gayle Greve Hunt School of Nursing</b>	
Bachelor of Science in Nursing El Paso (Traditional/Accelerated)	34
Bachelor of Science in Nursing El Paso (RN to BSN)	4

Note: Some respondents did not indicate a specific academic program. 641 0 TD(T [(BS)8.5(N015 Tc (specific

- 4) Enrollment Services assesses the processes and services related to enrolling students in an online program, including financial aid, registration, and payment procedures.
- 5) Student Services measures the quality of student programs and services, including responses to student requests, online career services and the bookstore.

Appendix A provides the scale report developed by Ruffalo Noel Levitz. It lists institutional results for each item by scale, as compared to the national comparison group. From left to right, the report includes:

- x Strengths (i.e., **greenstar**) and challenges (i.e., **red flag**);
- x Scale name or item text;
- x Average importance score for students;
- x Average satisfaction score for students, followed by the standard deviation (SD);
- x Performance gap<sup>a</sup>;
- x Average importance score for the comparison group;
- x Average satisfaction score for the comparison group, followed by the standard deviation (SD);
- x Performance gap<sup>a</sup>; and
- x Difference in satisfaction between your students and the comparison group.

Appendix B provides a special report developed by Ruffalo Noel Levitz. It lists each item by scale for TTUHSC overall and individual TTUHSC schools. The report includes:

- x Strengths (i.e., **greenstar**) and challenges (i.e., **red flag**) for the institution;
- x Scale name or item text;
- x Average importance score for students;
- x Average satisfaction score for students, followed by the standard deviation (SD) and
- x Performance gap<sup>a</sup>.

<sup>a</sup> Strengths are items with high importance and high satisfaction. These are specifically identified as items

In addition to the data provided in Appendices A and B, other results may be of interest. For example, respondents ranked the importance of various sources of information in their decision to enroll at TTUHSC. Figure 2 illustrates the results.

Survey respondents also indicated the importance of various factors in their decision to enroll at TTUHSC. For the institution as a whole, the most important factors include: (1) convenience, (2) flexible pacing, and (3) program requirements. The least important factors included distance from

Qualitative Data. At the end of the survey, students were given an opportunity to provide open ended comments. Respondents provided 125 comments. Due to the sensitive nature of some comments, comment reports will be provided to selected institutional leaders only. They will determine how best to distribute them in their respective areas.

## Using Survey Data to Promote Continuous Improvement

More often than not, it is difficult to determine what to do with information collected from surveys. It is one thing to collect the data—it is another thing entirely to use the information to promote continuous improvement. The first step in this process is to put the current data into context. Consider the following questions:

- x Do these results support other existing data?
- x Does additional information need to be gathered? (e.g., focus groups,

## References

RuffaloNoelLevitz,LLC(2015).RuffaloNoelLevitz201516 InterpretiveGuide:SatisfactionPriorities InterpretiveGuide.

RuffaloNoelLevitz,LLC(2015).RuffaloNoelLevitz201516 InterpretiveGuide:ThePrioritiesSurveyfor Online LearnersInterpretiveGuide.

Questions about this report can be directed to the  
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