

The E-learner Support Project

Appendices to Report

Measuring the worth of e-learner support systems:

Developing a possible benchmarking method for evaluating effectiveness.

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Appendix 1: Importance-Performance matrices-All survey statements

Statement 1: *"Clear description of the qualification, including its career or personal development potential."*

96 respondents completed both the 'importance' & 'usefulness' scales. Of these, 8 [8.3 %] did not receive the named advice. The rankings they gave to the importance of this advice are summarised below, and are excluded from the rest of this analysis.

Not important	1	12.5%	Moderately important	1	12.5%
Slightly important	3	37.5%	Very important	3	37.5%

Aggregate importance and usefulness ratings given by learner respondents.

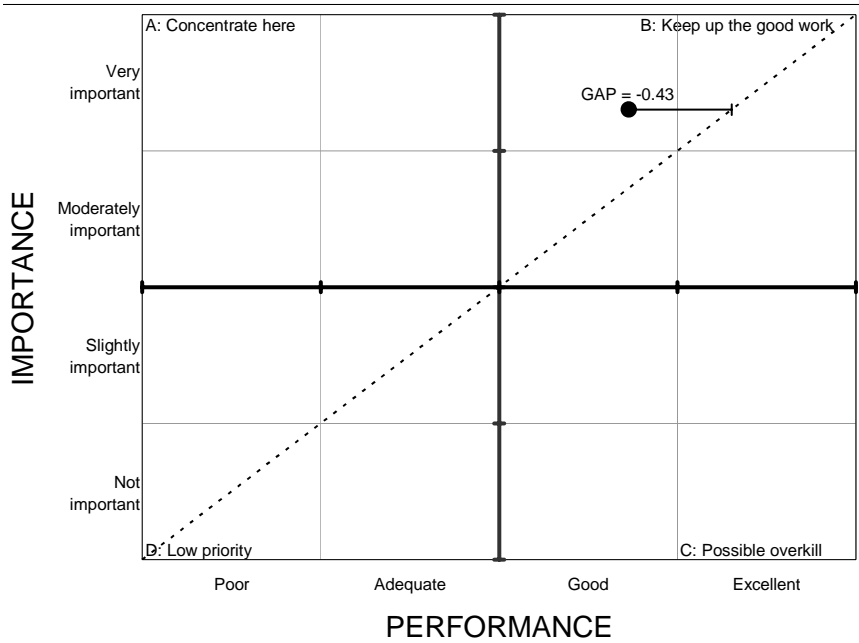
IMPORTANCE	n	%	USEFULNESS	n	%
Not important	4	4.5%	Poor	2	2.3%
Slightly important	8	9.1%	Adequate	19	21.6%
Moderately important	18	20.5%	Good	40	45.5%
Very important	58	65.9%	Excellent	27	30.7%
Total	88		Total	88	
MEAN IMPORTANCE	3.48		MEAN USEFULNESS	3.05	

GAP
[USEFULNESS minus IMPORTANCE]
-0.43

Learners' importance and usefulness mean scores aggregated into 'Lo / Hi' categories.

IMPORTANCE	n	%	USEFULNESS	n	%
'Not' or 'slightly' important	12	13.6%	'Poor' or 'adequate'	21	23.9%
'Moderately' or 'very' important	76	86.4%	'Good' or 'excellent'	67	76.1%

I-P matrix: Statement 1.



Statement no.2 **"Advice about study skills, such as self-directed learning and time management, needed to study on-line."**

94 respondents completed both the 'importance' & 'usefulness' scales. Of these, 3 [3.2 %] did not receive the named advice. The rankings they gave to the importance of this advice are summarised below, and are excluded from the rest of this analysis.

Not important	1	33.3%	Moderately important	0	0.0%
Slightly important	0	0.0%	Very important	2	66.7%

Aggregate importance and usefulness ratings given by learner respondents.

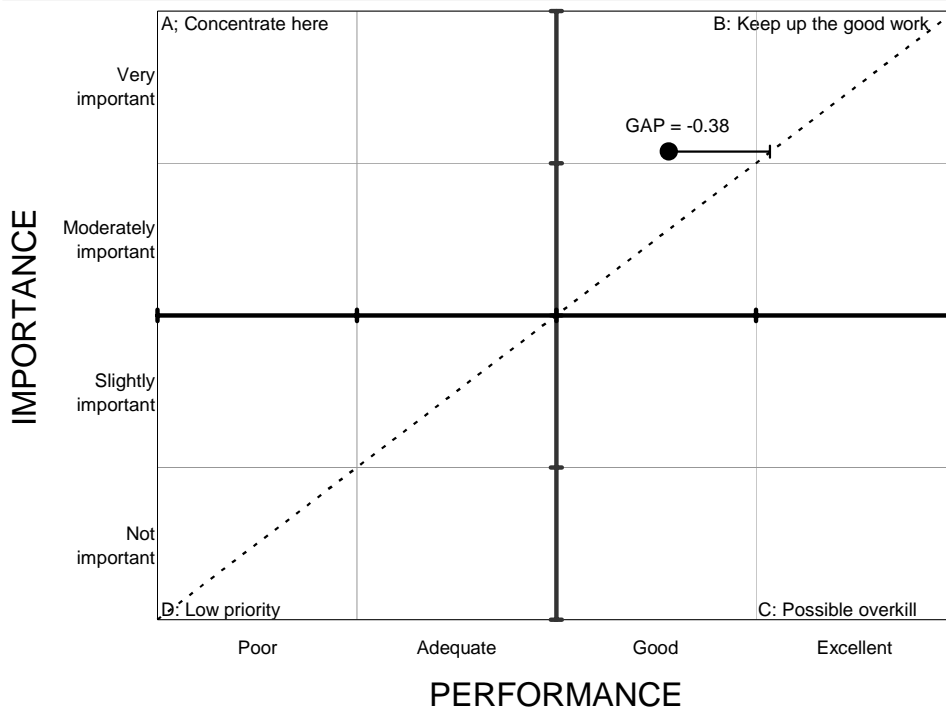
IMPORTANCE			USEFULNESS		
	n	%		n	%
Not important	2	2.2%	Poor	7	7.7%
Slightly important	13	14.3%	Adequate	19	20.9%
Moderately important	31	34.1%	Good	39	42.9%
Very important	45	49.5%	Excellent	26	28.6%
Total	91		Total	91	
MEAN IMPORTANCE	3.31		MEAN USEFULNESS	2.92	

GAP
[USEFULNESS *minus* IMPORTANCE]
-0.38

Learners' importance and usefulness mean scores aggregated into 'Lo / Hi' categories.

IMPORTANCE			USEFULNESS		
Category	n	%	Category	n	%
'Not' or 'slightly' important	15	16.5%	'Poor' or 'adequate'	26	28.6%
'Moderately' or 'very' important	76	83.5%	'Good' or 'excellent'	65	71.4%

Learners' importance -performance matrix for statement 2.



Statement no.3 **"Information about cost of study, including tuition fees, books and other expenses."**

96 respondents completed both the 'importance' & 'usefulness' scales. Of these, 4 [4.2 %] did not receive the named advice. The rankings they gave to the importance of this advice are summarised below, and are excluded from the rest of this analysis.

Not important	2	50.0%	Moderately important	0	0.0%
Slightly important	1	25.0%	Very important	1	25.0%

Aggregate importance and usefulness ratings given by learner respondents.

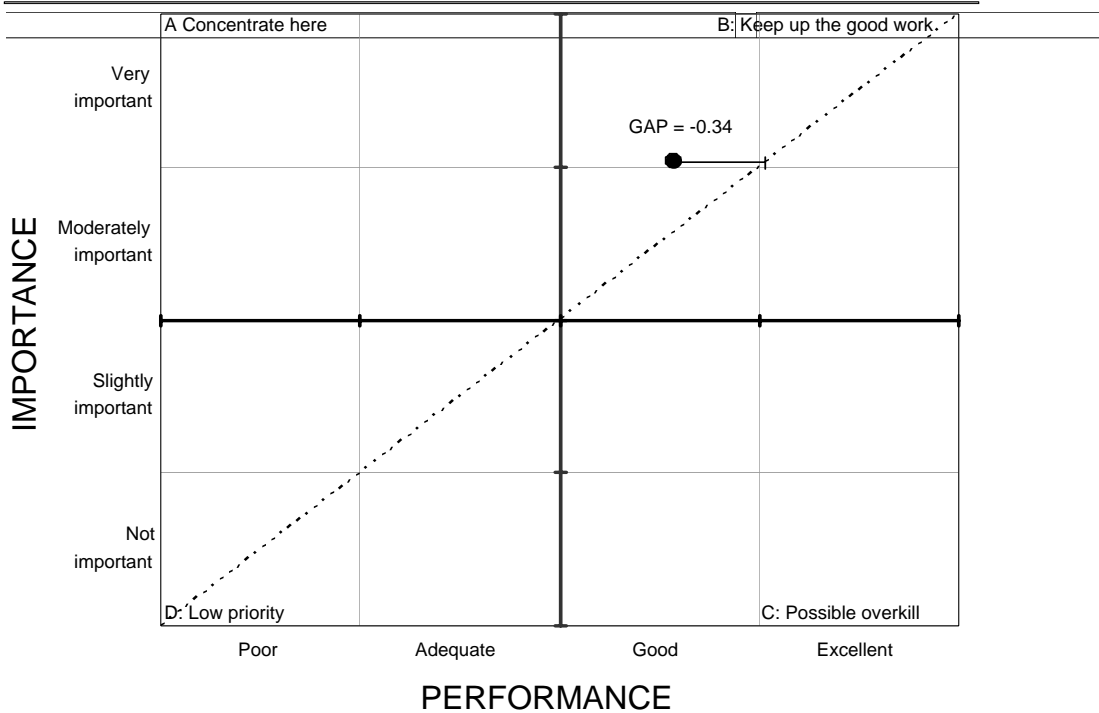
IMPORTANCE			USEFULNESS		
	n	%		n	%
Not important	6	6.5%	Poor	9	9.8%
Slightly important	7	7.6%	Adequate	22	23.9%
Moderately important	35	38.0%	Good	27	29.3%
Very important	44	47.8%	Excellent	34	37.0%
Total	92		Total	92	
MEAN IMPORTANCE		3.27	MEAN USEFULNESS		2.93

GAP
[USEFULNESS minus IMPORTANCE]
-0.34

Learners' importance and usefulness mean scores aggregated into 'Lo / Hi' categories.

IMPORTANCE			USEFULNESS		
Category	n	%	Category	n	%
'Not' or 'slightly' important	13	14.1%	'Poor' or 'adequate'	31	33.7%
'Moderately' or 'very' important	79	85.9%	'Good' or 'excellent'	61	66.3%

Learners' importance -performance matrix for statement 3



Statement no. 4 **"Advice about needed skills, such as English language or maths ability."**

96 respondents completed both the 'importance' & 'usefulness' scales. Of these, 17 [18 %] did not receive the named advice. The rankings they gave to the importance of this advice are summarised below, and are excluded from the rest of this analysis.

Not important	11	64.7%	Moderately important	2	11.8%
Slightly important	3	17.6%	Very important	1	5.9%

Aggregate importance and usefulness ratings given by learner respondents.

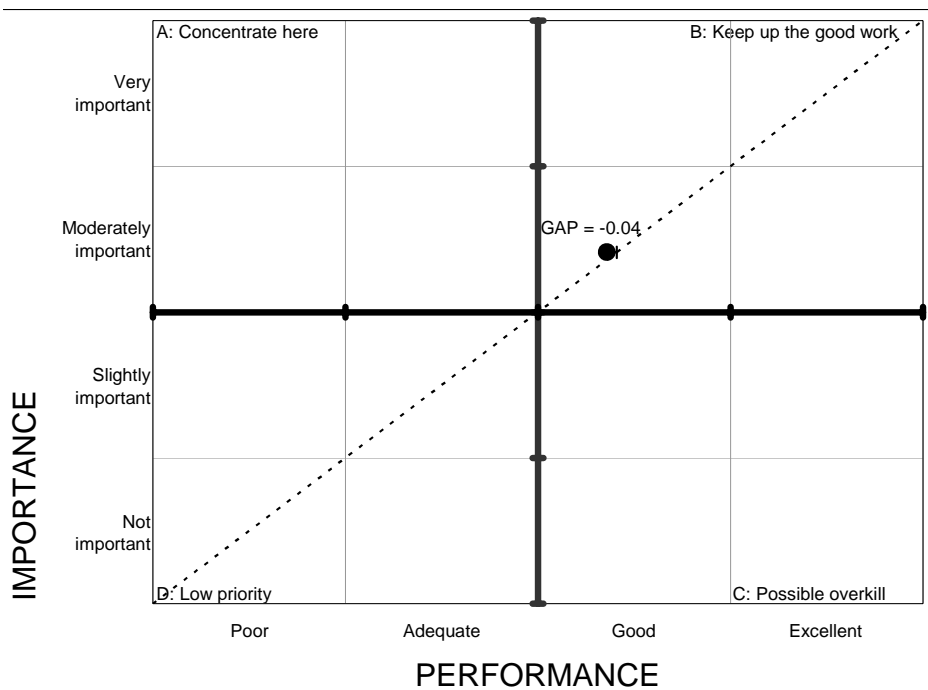
IMPORTANCE			USEFULNESS		
	n	%		n	%
Not important	11	13.9%	Poor	4	5.1%
Slightly important	15	19.0%	Adequate	28	35.4%
Moderately important	30	38.0%	Good	28	35.4%
Very important	22	27.8%	Excellent	18	22.8%
Total	78		Total	78	
MEAN IMPORTANCE	2.81		MEAN USEFULNESS	2.77	

GAP
[USEFULNESS minus IMPORTANCE]
-0.04

Learners' importance and usefulness mean scores aggregated into 'Lo / Hi' categories.

IMPORTANCE	n	%	USEFULNESS	n	%
'Not' or 'slightly' important	26	32.9%	'Poor' or 'adequate'	32	40.5%
'Moderately' or 'very' important	52	65.8%	'Good' or 'excellent'	46	58.2%

Learners' importance -performance matrix for statement 4



Statement no. 5 **"Advice about the technical skills [computer, e-mail, etc.] needed to study on-line."**

96 respondents completed both the 'importance' & 'usefulness' scales. Of these, 5 [5.2 %] did not receive the named advice. The rankings they gave to the importance of this advice are summarised below, and are excluded from the rest of this analysis.

Not important	3	60.0%	Moderately important	1	20.0%
Slightly important	1	20.0%	Very important	0	0.0%

Aggregate importance and usefulness ratings given by learner respondents

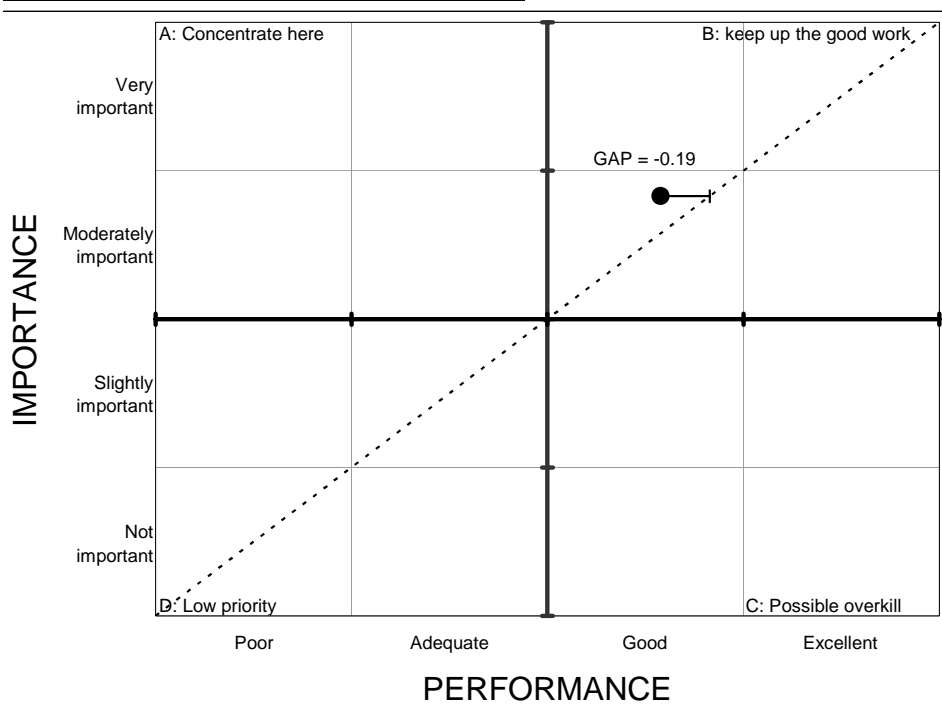
IMPORTANCE			USEFULNESS		
	n	%		n	%
Not important	9	9.9%	Poor	3	3.3%
Slightly important	14	15.4%	Adequate	31	34.1%
Moderately important	25	27.5%	Good	26	28.6%
Very important	43	47.3%	Excellent	31	34.1%
Total	91		Total	91	
MEAN IMPORTANCE	3.12		MEAN USEFULNESS	2.93	

GAP
[USEFULNESS *minus* IMPORTANCE]
-0.19

Learners' importance and usefulness mean scores aggregated into 'Lo / Hi' categories.

IMPORTANCE			USEFULNESS		
	n	%		n	%
'Not' or 'slightly' important	23	25.3%	'Poor' or 'adequate'	34	37.4%
'Moderately' or 'very' important	68	74.7%	'Good' or 'excellent'	57	62.6%

Learners' importance -performance matrix for statement 5.



Statement no. 6 **"Information about computer hardware and software requirements."**

95 respondents completed both the 'importance' & 'usefulness' scales. Of these, 9 [9.5%] did not receive the named advice. The rankings they gave to the importance of this advice are summarised below, and are excluded from the rest of this analysis.

Not important	5	55.6%	Moderately important	0	0.0%
Slightly important	3	33.3%	Very important	1	11.1%

Aggregate importance and usefulness ratings given by learner respondents.

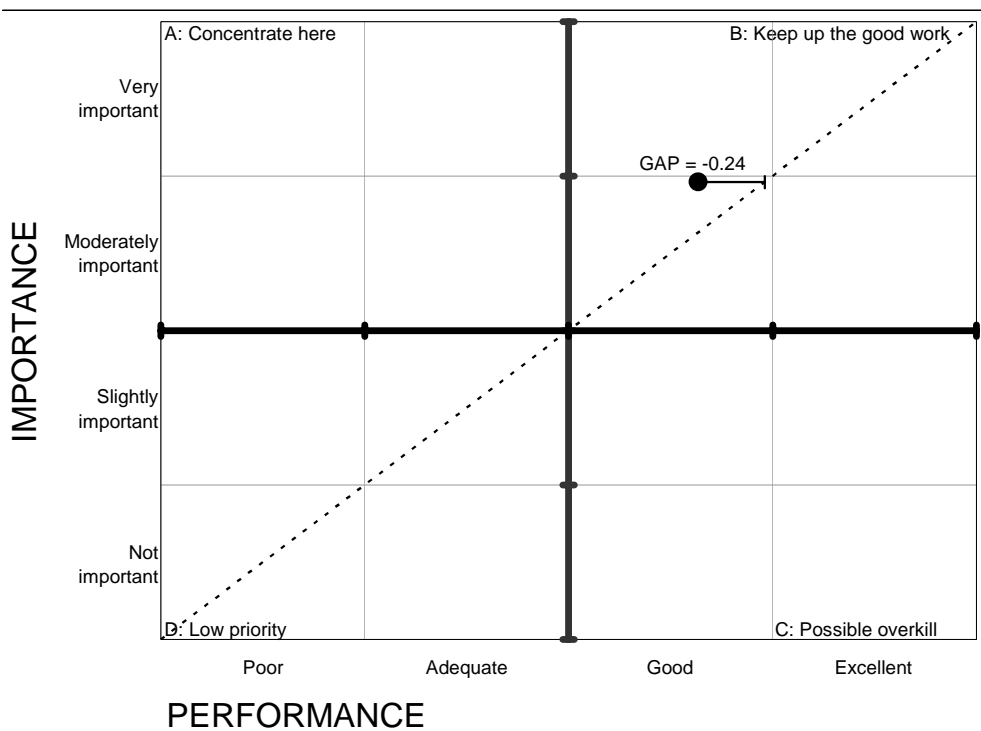
IMPORTANCE	n	%	USEFULNESS	n	%
Not important	7	8.1%	Poor	5	5.8%
Slightly important	10	11.6%	Adequate	18	20.9%
Moderately important	26	30.2%	Good	37	43.0%
Very important	43	50.0%	Excellent	26	30.2%
Total	86		Total	86	
MEAN IMPORTANCE	3.22		MEAN USEFULNESS	2.98	

GAP
[USEFULNESS minus IMPORTANCE]
-0.24

Learners' importance and usefulness mean scores aggregated into 'Lo / Hi' categories.

IMPORTANCE	n	%	USEFULNESS	n	%
'Not' or 'slightly' important	17	19.8%	'Poor' or 'adequate'	23	26.7%
'Moderately' or 'very' important	69	80.2%	'Good' or 'excellent'	63	73.3%

Learners' importance -performance matrix for statement 6



Statement no. 7 **"Opportunity to have a discussion [either face-to-face or by 'freephone'] with a tutor about study options."**

96 respondents completed both the 'importance' & 'usefulness' scales. Of these, 15 [16 %] did not receive the named advice. The rankings they gave to the importance of this advice are summarised below, and are excluded from the rest of this analysis.

Not important	4	26.7%	Moderately important	3	20.0%
Slightly important	5	33.3%	Very important	3	20.0%

Aggregate importance and usefulness ratings given by learner respondents.

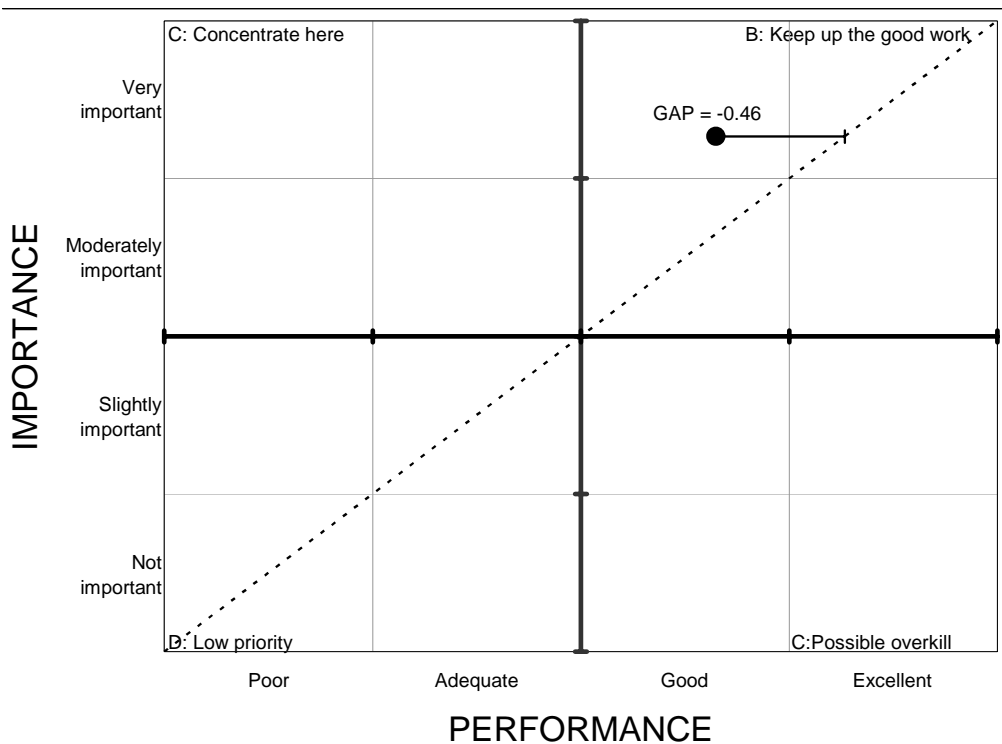
IMPORTANCE			USEFULNESS		
	n	%		n	%
Not important	1	1.2%	Poor	10	12.3%
Slightly important	5	6.2%	Adequate	15	18.5%
Moderately important	31	38.3%	Good	21	25.9%
Very important	43	53.1%	Excellent	34	42.0%
Total	80		Total	80	
MEAN IMPORTANCE	3.45		MEAN USEFULNESS	2.99	

GAP
[USEFULNESS *minus* IMPORTANCE]
-0.46

Learners' importance and usefulness mean scores aggregated into 'Lo / Hi' categories.

IMPORTANCE			USEFULNESS		
Category	n	%	Category	n	%
'Not' or 'slightly' important	6	7.4%	'Poor' or 'adequate'	25	30.9%
'Moderately' or 'very' important	74	91.4%	'Good' or 'excellent'	55	67.9%

Learners' importance -performance matrix for statement 7



Statement no. 8 **"Access to a trial on-line programme to test before enrolling."**

93 respondents completed both the 'importance' & 'usefulness' scales. Of these, 53 [57 %] did not receive the named advice. The rankings they gave to the importance of this advice are summarised below, and are excluded from the rest of this analysis.

Not important	24	45.3%	Moderately important	8	15.1%
Slightly important	14	26.4%	Very important	7	13.2%

Aggregate importance and usefulness ratings given by learner respondents.

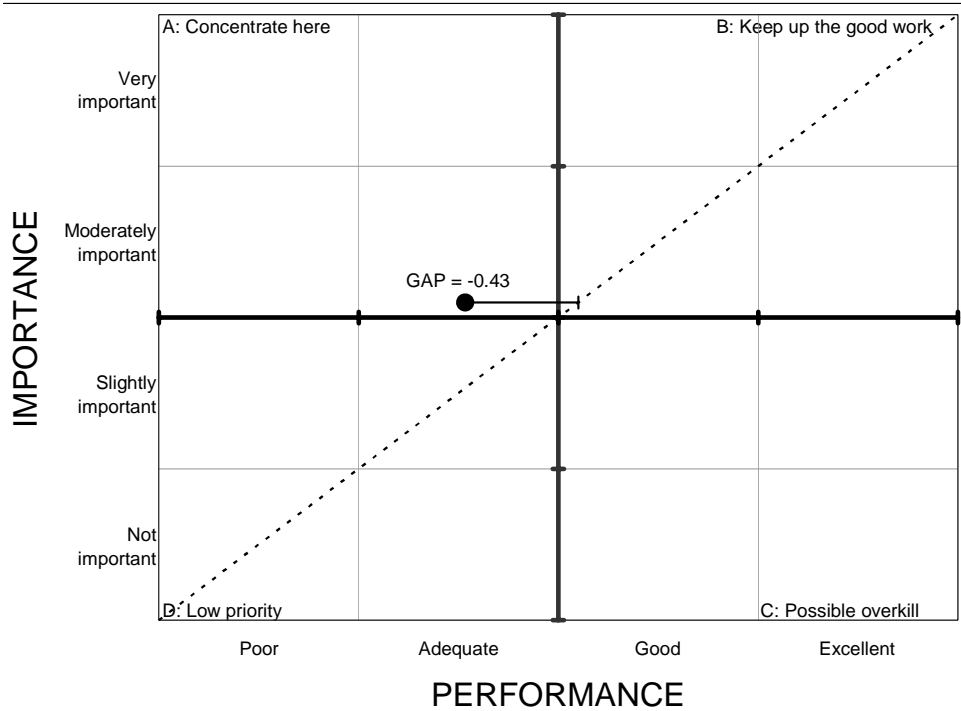
IMPORTANCE			USEFULNESS		
	n	%		n	%
Not important	10	25.0%	Poor	15	37.5%
Slightly important	10	25.0%	Adequate	11	27.5%
Moderately important	7	17.5%	Good	7	17.5%
Very important	13	32.5%	Excellent	7	17.5%
Total	40		Total	40	
MEAN IMPORTANCE	2.58		MEAN USEFULNESS	2.15	

GAP
[USEFULNESS minus IMPORTANCE]
-0.43

Learners' importance and usefulness mean scores aggregated into 'Lo / Hi' categories.

IMPORTANCE			USEFULNESS		
Category	n	%	Category	n	%
'Not' or 'slightly' important	20	50.0%	'Poor' or 'adequate'	26	65.0%
'Moderately' or 'very' important	20	50.0%	'Good' or 'excellent'	14	35.0%

Learners' importance -performance matrix for statement 8



Statement no. 9 **"Overall, how important was pre-enrolment advice to you and how useful was the advice you received?"**

96 respondents completed both the 'importance' & 'usefulness' scales. Of these, 5 [5.2 %] did not receive the named advice. The rankings they gave to the importance of this advice are summarised below, and are excluded from the rest of this analysis.

Not important	2	40.0%	Moderately important	1	20.0%
Slightly important	1	20.0%	Very important	1	20.0%

Aggregate importance and usefulness ratings given by learner respondents. 9

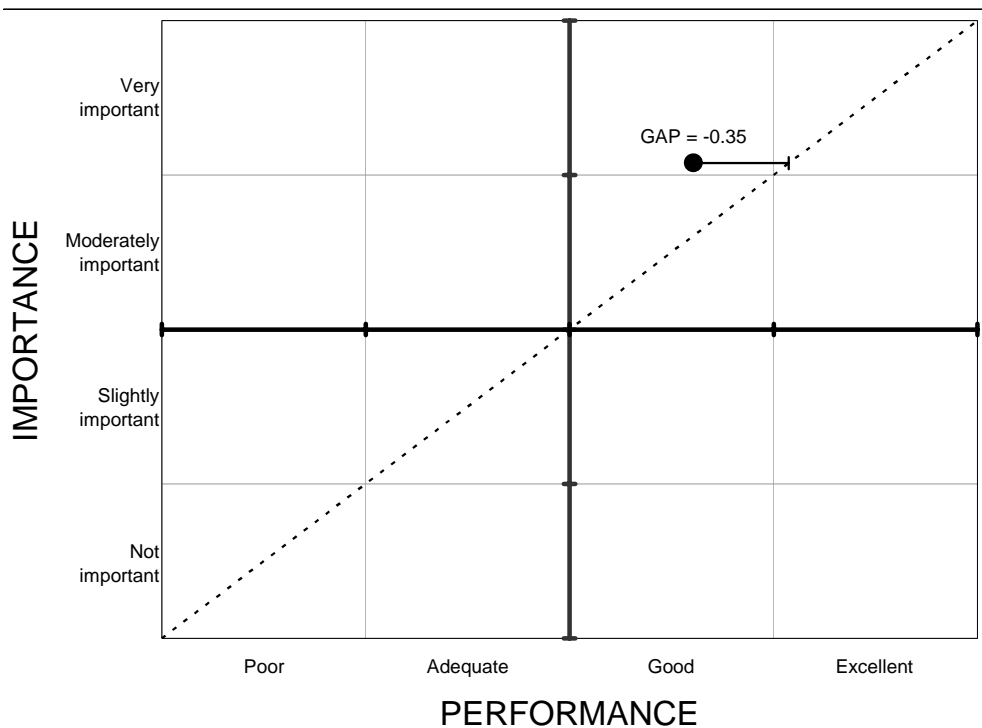
IMPORTANCE			USEFULNESS		
	n	%		n	%
Not important	4	4.4%	Poor	7	7.7%
Slightly important	11	12.1%	Adequate	18	19.8%
Moderately important	29	31.9%	Good	38	41.8%
Very important	47	51.6%	Excellent	28	30.8%
Total	91		Total	91	
MEAN IMPORTANCE	3.31		MEAN USEFULNESS	2.96	

GAP
[USEFULNESS *minus* IMPORTANCE]
-0.35

Learners' importance and usefulness mean scores aggregated into 'Lo / Hi' categories.

IMPORTANCE			USEFULNESS		
	n	%		n	%
'Not' or 'slightly' important	15	16.5%	'Poor' or 'adequate'	25	27.5%
'Moderately' or 'very' important	76	83.5%	'Good' or 'excellent'	66	72.5%

Learners' importance -performance matrix for statement 9

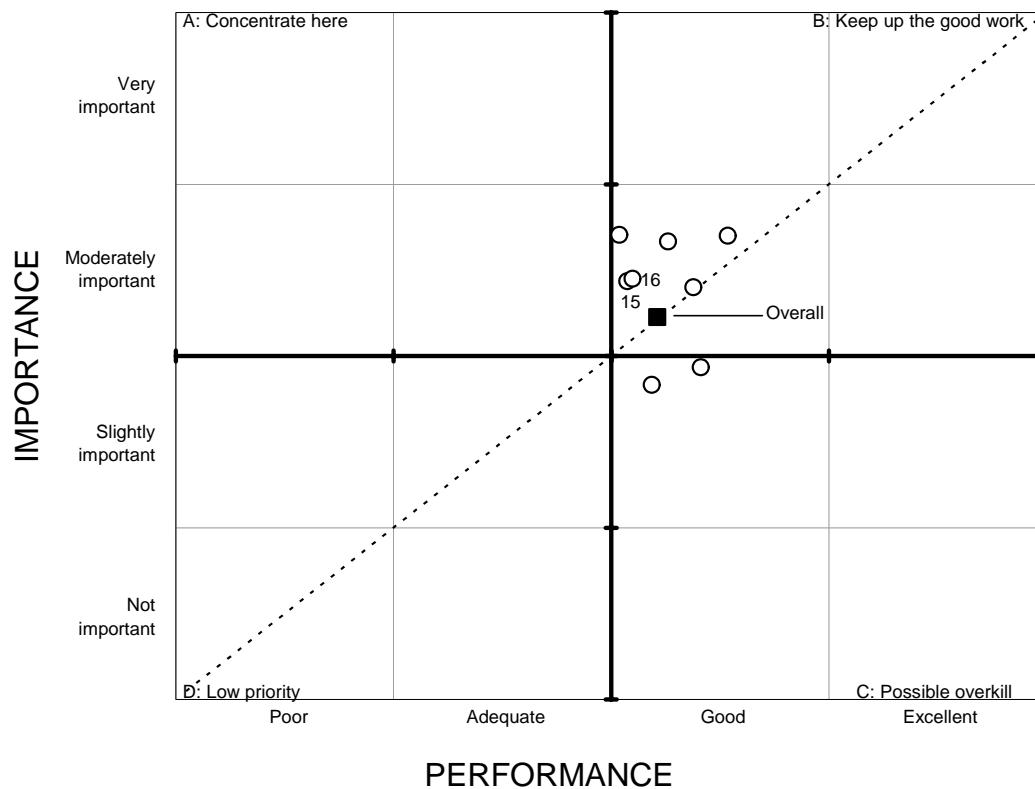


Analysis of student respondents' assessments of orientation help

Mean importance and usefulness ratings given by learner respondents. ALL orientation statements

Statement no.	No. of respondents	Mean values		
		IMPORTANCE	USEFULNESS	GAP
10	81	3.02	2.90	-0.12
11	69	3.00	2.70	-0.30
12	75	2.37	2.64	0.27
13	60	2.80	2.78	-0.02
14	70	3.03	2.53	-0.50
15	63	2.83	2.56	-0.27
16	61	2.84	2.57	-0.26
17	82	2.45	2.81	0.36
18	89	2.67	2.66	-0.01

Learners' importance -performance matrix for ALL Orientation help statements



Statement no.10 **"Guidance in learning the ICT [Information and communication technology] skills needed to study on-line."**

90 respondents completed both the 'importance' & 'usefulness' scales. Of these,

9 [10 %] did not receive the named advice. The rankings they gave to the importance of this advice are summarised below, and are excluded from the rest of this analysis.

Not important	1	11.1%	Moderately important	3	33.3%
Slightly important	2	22.2%	Very important	3	33.3%

Aggregate importance and usefulness ratings given by learner respondents. Statement no.

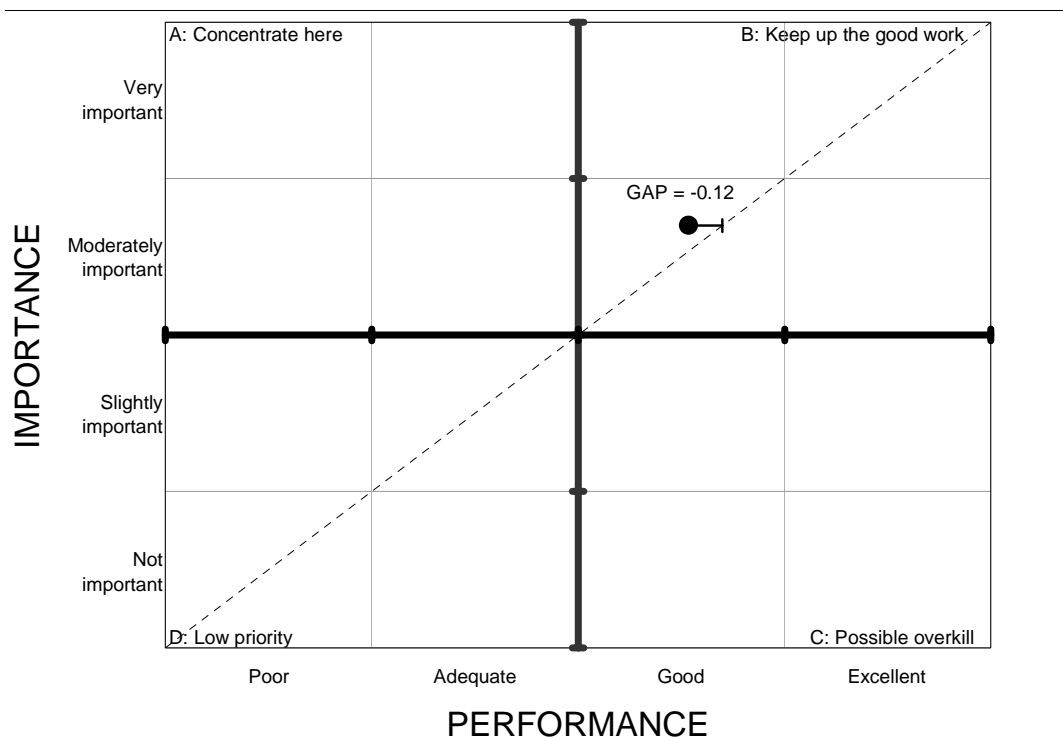
IMPORTANCE			USEFULNESS		
	n	%		n	%
Not important	9	11.1%	Poor	6	7.4%
Slightly important	15	18.5%	Adequate	22	27.2%
Moderately important	22	27.2%	Good	27	33.3%
Very important	35	43.2%	Excellent	26	32.1%
Total	81		Total	81	
MEAN IMPORTANCE	3.02		MEAN USEFULNESS	2.90	

GAP
[USEFULNESS minus IMPORTANCE]
-0.12

Learners' importance and usefulness mean scores aggregated into 'Lo / Hi' categories.

IMPORTANCE			USEFULNESS		
Category	n	%	Category	n	%
'Not' or 'slightly' important	24	29.6%	'Poor' or 'adequate'	28	34.6%
'Moderately' or 'very' important	57	70.4%	'Good' or 'excellent'	53	65.4%

Learners' importance -performance matrix for statement 10



Statement no.11 **"An introduction to the library and how to find/order books and other documents required to complete assignments."**

91 respondents completed both the 'importance' & 'usefulness' scales. Of these, 22 [24 %] did not receive the named advice. The rankings they gave to the importance of this advice are summarised below, and are excluded from the rest of this analysis.

Not important	4	18.2%	Moderately important	6	27.3%
Slightly important	2	9.1%	Very important	10	45.5%

Aggregate importance and usefulness ratings given by learner respondents.

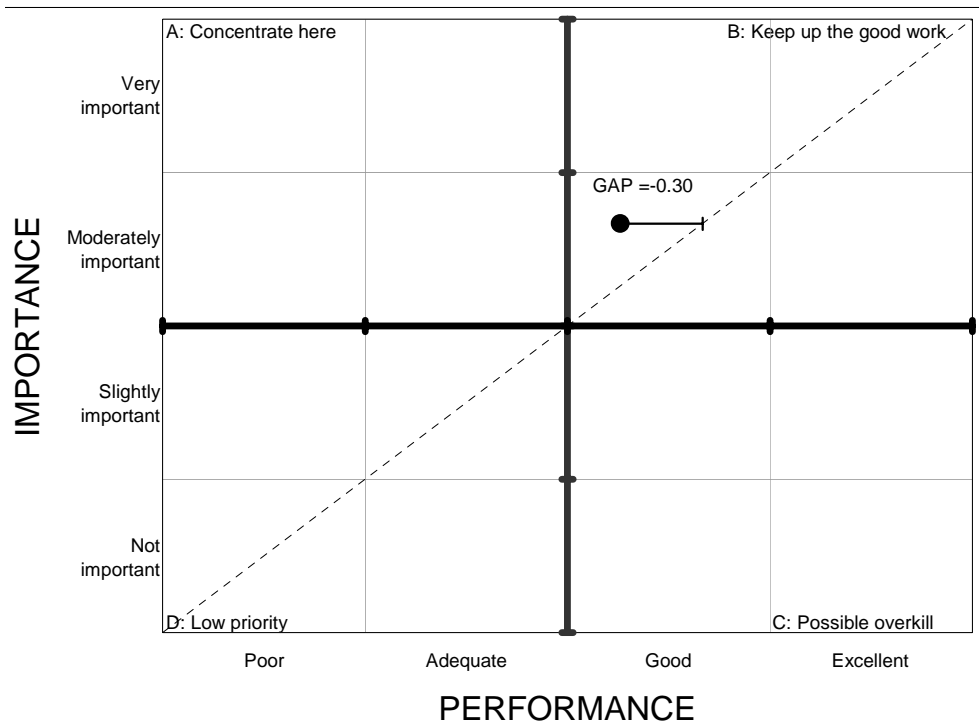
IMPORTANCE			USEFULNESS		
	n	%		n	%
Not important	9	13.0%	Poor	8	11.6%
Slightly important	10	14.5%	Adequate	24	34.8%
Moderately important	22	31.9%	Good	18	26.1%
Very important	28	40.6%	Excellent	19	27.5%
Total	69		Total	69	
MEAN IMPORTANCE	3.00		MEAN USEFULNESS	2.70	

GAP
[USEFULNESS *minus* IMPORTANCE]
-0.30

Learners' importance and usefulness mean scores aggregated into 'Lo / Hi' categories.

IMPORTANCE			USEFULNESS		
	n	%		n	%
'Not' or 'slightly' important	19	27.5%	'Poor' or 'adequate'	32	46.4%
'Moderately' or 'very' important	50	72.5%	'Good' or 'excellent'	37	53.6%

Learners' importance -performance matrix for statement 11



Statement no. 12 **"Assistance with setting up computer and e-mail systems required to study."**

90 respondents completed both the 'importance' & 'usefulness' scales. Of these, 30 [33 %] did not receive the named advice. The rankings they gave to the importance of this advice are summarised below, and are excluded from the rest of this analysis.

Not important	11	36.7%	Moderately important	11	36.7%
Slightly important	14	46.7%	Very important	24	80.0%

Aggregate importance and usefulness ratings given by learner respondents.\

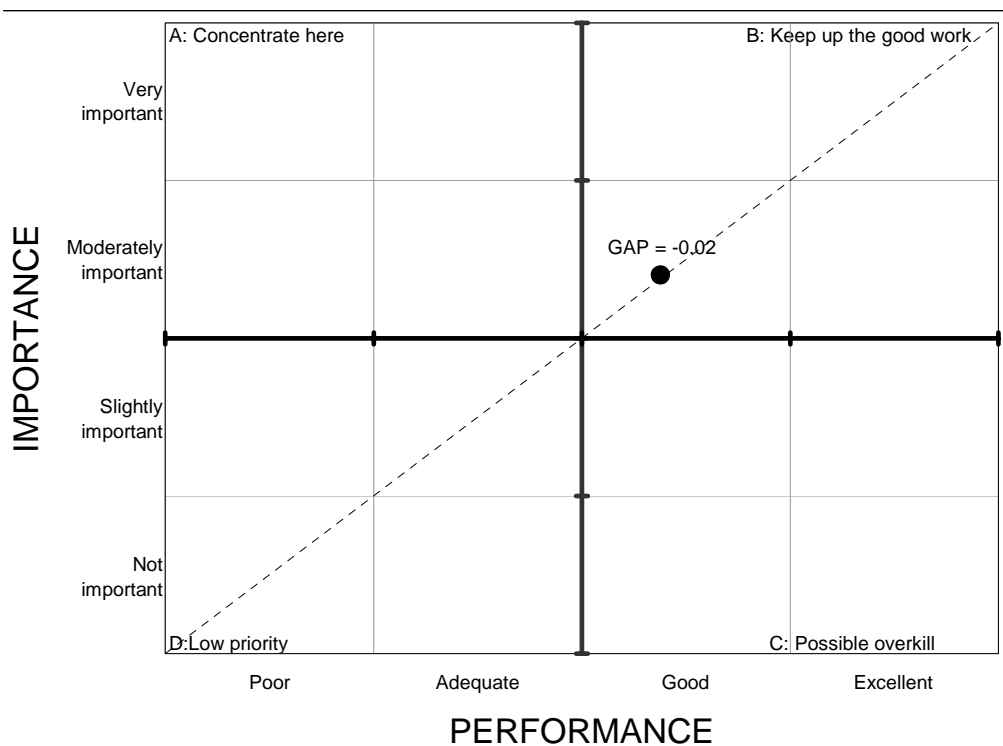
IMPORTANCE			USEFULNESS		
	n	%		n	%
Not important	11	18.3%	Poor	6	10.0%
Slightly important	14	23.3%	Adequate	16	26.7%
Moderately important	11	18.3%	Good	23	38.3%
Very important	24	40.0%	Excellent	15	25.0%
Total	60		Total	60	
MEAN IMPORTANCE	2.80		MEAN USEFULNESS	2.78	

GAP
[USEFULNESS *minus* IMPORTANCE]
-0.02

Learners' importance and usefulness mean scores aggregated into 'Lo / Hi' categories.

IMPORTANCE			USEFULNESS		
	n	%		n	%
'Not' or 'slightly' important	25	41.7%	'Poor' or 'adequate'	22	36.7%
'Moderately' or 'very' important	35	58.3%	'Good' or 'excellent'	38	63.3%

Learners' importance - performance matrix for statement no.12



Statement no. 13 **"Help with any needed skills, such as English or maths, required for study."**

89 respondents completed both the 'importance' & 'usefulness' scales. Of these, 14 [16 %] did not receive the named advice. The rankings they gave to the importance of this advice are summarised below, and are excluded from the rest of this analysis.

Not important 10 71.4% Moderately important 3 21.4%
Slightly important 0 0.0% Very important 1 7.1%

Table L16.1: Aggregate importance and usefulness ratings given by learner respondents. Statement no. 13

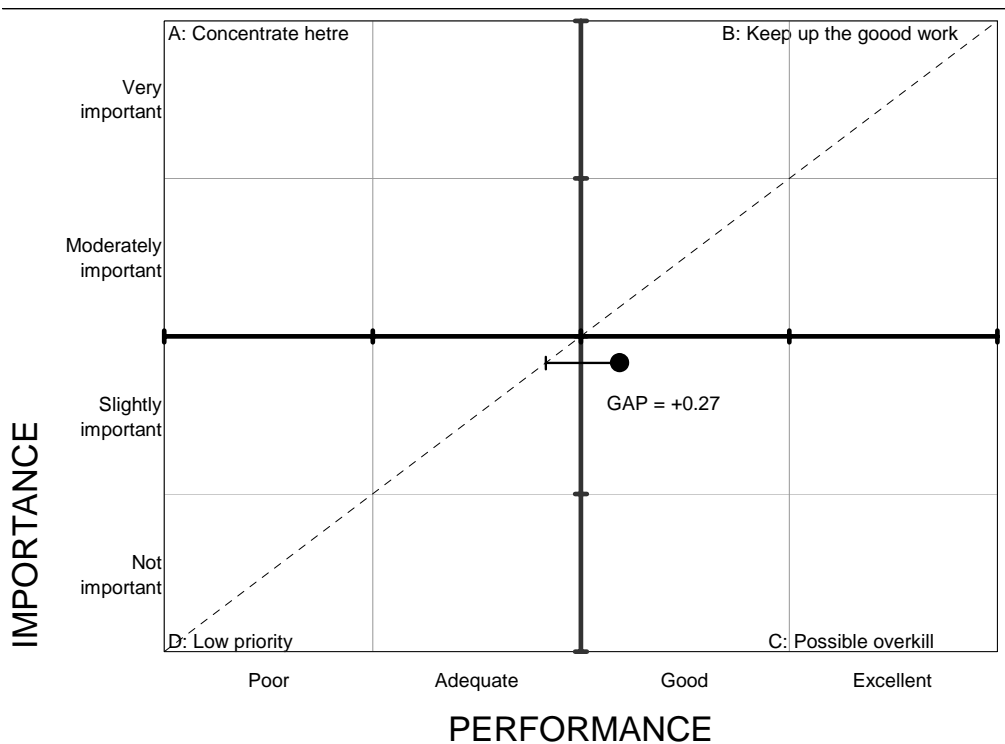
IMPORTANCE			USEFULNESS		
	n	%		n	%
Not important	20	26.7%	Poor	9	12.0%
Slightly important	21	28.0%	Adequate	23	30.7%
Moderately important	20	26.7%	Good	29	38.7%
Very important	14	18.7%	Excellent	14	18.7%
Total	75		Total	75	
MEAN IMPORTANCE	2.37		MEAN USEFULNESS	2.64	

GAP
[USEFULNESS *minus* IMPORTANCE]
0.27

Learners' importance and usefulness mean scores aggregated into 'Lo / Hi' categories.

IMPORTANCE			USEFULNESS		
	n	%		n	%
'Not' or 'slightly' important	41	54.7%	'Poor' or 'adequate'	32	42.7%
'Moderately' or 'very' important	34	45.3%	'Good' or 'excellent'	43	57.3%

Learners' importance - performance matrix for statement no. 13



Statement no. 14 **"Guidance about personal skills, such as time management & self-discipline, etc., needed for successful on-line study."**

90 respondents completed both the 'importance' & 'usefulness' scales. Of these, 20 [22 %] did not receive the named advice. The rankings they gave to the importance of this advice are summarised below, and are excluded from the rest of this analysis.

Not important	5	25.0%	Moderately important	6	30.0%
Slightly important	5	25.0%	Very important	4	20.0%

Aggregate importance and usefulness ratings given by learner respondents.

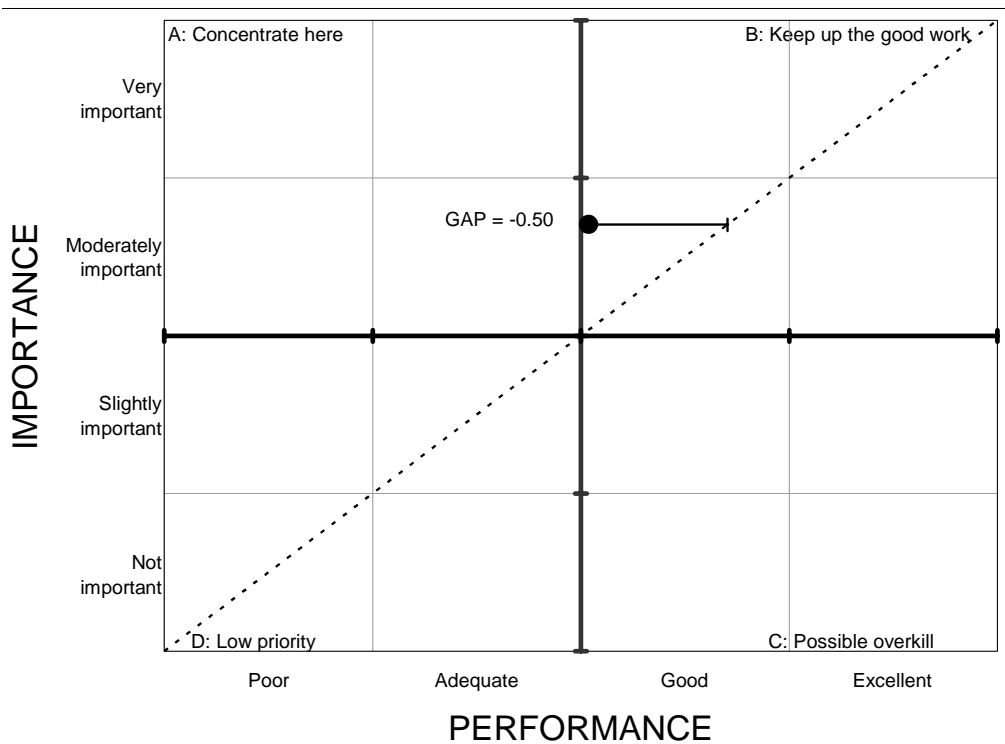
IMPORTANCE			USEFULNESS		
	n	%		n	%
Not important	7	10.0%	Poor	11	15.7%
Slightly important	12	17.1%	Adequate	23	32.9%
Moderately important	23	32.9%	Good	24	34.3%
Very important	28	40.0%	Excellent	12	17.1%
Total	70		Total	70	
MEAN IMPORTANCE	3.03		MEAN USEFULNESS	2.53	

GAP
[USEFULNESS *minus* IMPORTANCE]
-0.50

Learners' importance and usefulness mean scores aggregated into 'Lo / Hi' categories.

IMPORTANCE			USEFULNESS		
	n	%		n	%
'Not' or 'slightly' important	19	27.1%	'Poor' or 'adequate'	34	48.6%
'Moderately' or 'very' important	51	72.9%	'Good' or 'excellent'	36	51.4%

Learners' importance -performance matrix for statement 14



Statement no. 15 **"Advice about understanding personal learning styles and ways to study on-line."**

90 respondents completed both the 'importance' & 'usefulness' scales. None of 27 [30 %] did not receive the named advice. The rankings they gave to the importance of this advice are summarised below, and are excluded from the rest of this analysis.

Not important	4	14.8%	Moderately important	9	33.3%
Slightly important	8	29.6%	Very important	6	22.2%

Aggregate importance and usefulness ratings given by learner respondents

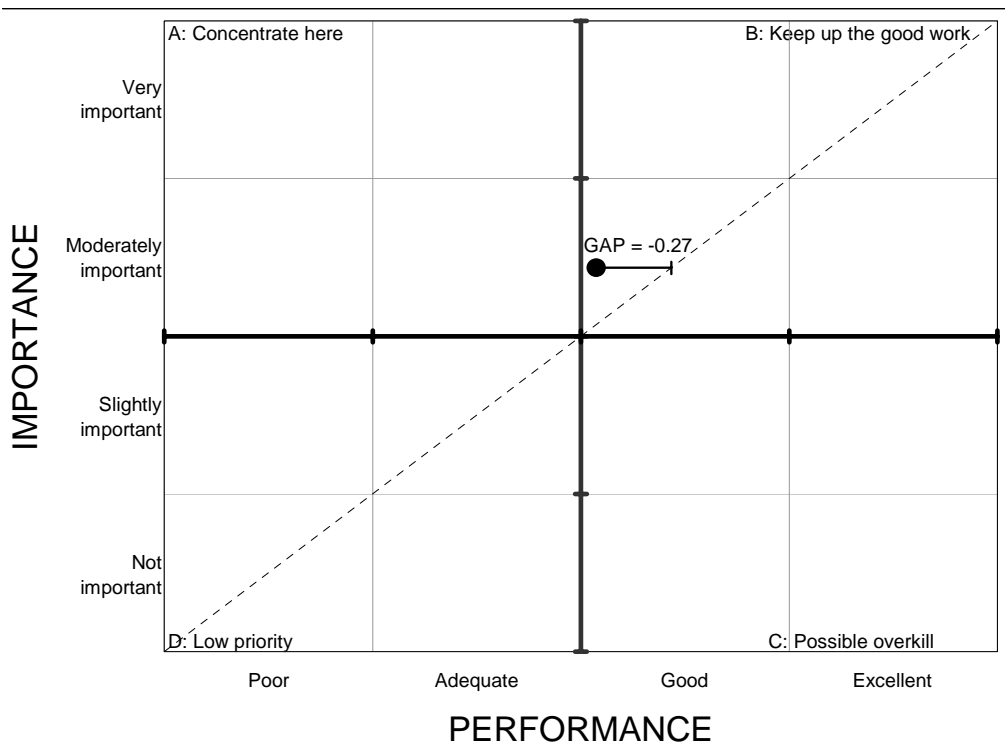
IMPORTANCE			USEFULNESS		
	n	%		n	%
Not important	13	20.6%	Poor	13	20.6%
Slightly important	8	12.7%	Adequate	18	28.6%
Moderately important	19	30.2%	Good	16	25.4%
Very important	23	36.5%	Excellent	16	25.4%
Total	63		Total	63	
MEAN IMPORTANCE	2.83		MEAN USEFULNESS	2.56	

GAP
[USEFULNESS *minus* IMPORTANCE]
-0.27

Learners' importance and usefulness mean scores aggregated into 'Lo / Hi' categories.

IMPORTANCE			USEFULNESS		
Category	n	%	Category	n	%
'Not' or 'slightly' important	21	33.3%	'Poor' or 'adequate'	31	49.2%
'Moderately' or 'very' important	42	66.7%	'Good' or 'excellent'	32	50.8%

Learners' importance -performance matrix for statement 15



Statement no. 16 **"An opportunity, before formal study began, to experiment with the learning platform [webCT, Balckborad, Moodle, etc.] that would be used."**

91 respondents completed both the 'importance' & 'usefulness' scales. Of these, 30 [33 %] did not receive the named advice. The rankings they gave to the importance of this advice are summarised below, and are excluded from the rest of this analysis.

Not important	6	20.0%	Moderately important	10	33.3%
Slightly important	4	13.3%	Very important	10	33.3%

Aggregate importance and usefulness ratings given by learner respondents.

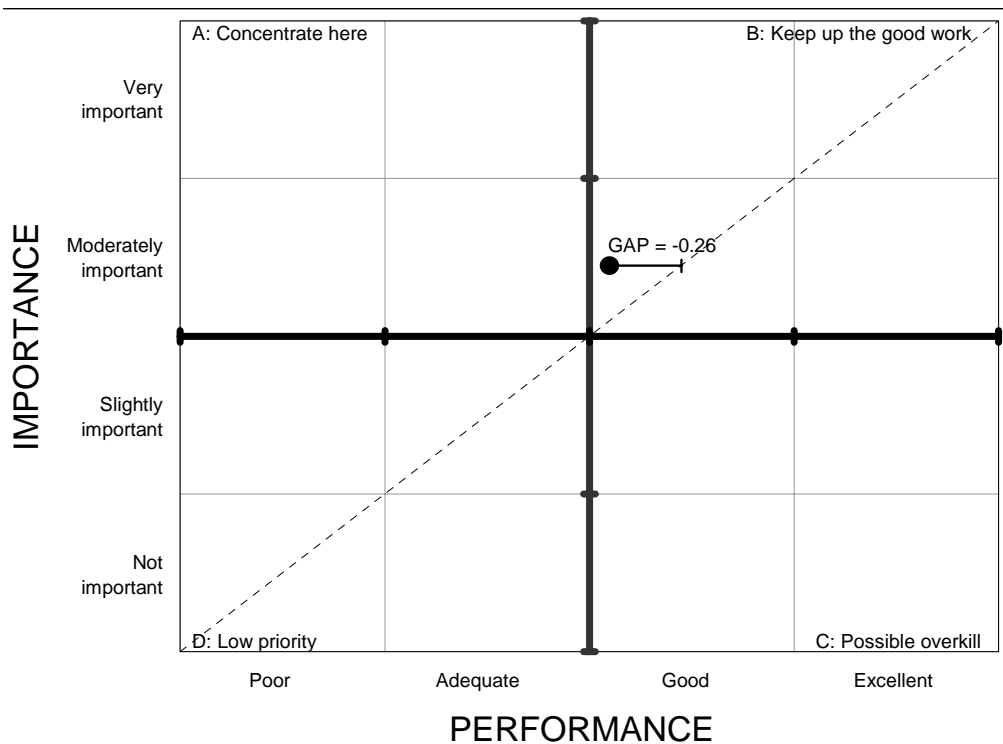
IMPORTANCE			USEFULNESS		
	n	%		n	%
Not important	11	18.0%	Poor	9	14.8%
Slightly important	10	16.4%	Adequate	21	34.4%
Moderately important	18	29.5%	Good	18	29.5%
Very important	22	36.1%	Excellent	13	21.3%
Total	61		Total	61	
MEAN IMPORTANCE	2.84		MEAN USEFULNESS	2.57	

GAP
[USEFULNESS *minus* IMPORTANCE]
-0.26

Learners' importance and usefulness mean scores aggregated into 'Lo / Hi' categories.

IMPORTANCE			USEFULNESS		
	n	%		n	%
'Not' or 'slightly' important	21	34.4%	'Poor' or 'adequate'	30	49.2%
'Moderately' or 'very' important	40	65.6%	'Good' or 'excellent'	31	50.8%

Learners' importance - performance matrix for statement 16



Statement no. 17 **"Advice about student support services, such as career guidance and counselling."**

89 respondents completed both the 'importance' & 'usefulness' scales.
All respondents received the named advice.

Aggregate importance and usefulness ratings given by learner respondents.

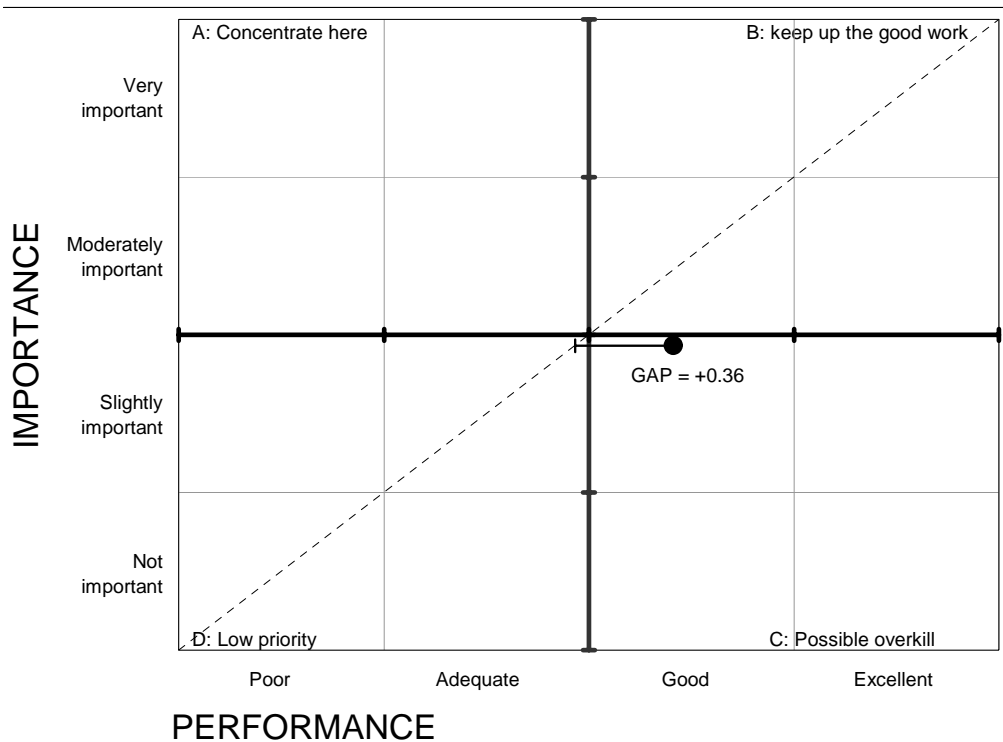
IMPORTANCE			USEFULNESS		
	n	%		n	%
Not important	19	21.3%	Poor	9	10.1%
Slightly important	26	29.2%	Adequate	23	25.8%
Moderately important	29	32.6%	Good	33	37.1%
Very important	15	16.9%	Excellent	24	27.0%
Total	89		Total	89	
MEAN IMPORTANCE	2.45		MEAN USEFULNESS	2.81	

GAP
[USEFULNESS *minus* IMPORTANCE]
0.36

Learners' importance and usefulness mean scores aggregated into 'Lo / Hi' categories.

IMPORTANCE		USEFULNESS			
	n	%			
'Not' or 'slightly' important	45	50.6%	'Poor' or 'adequate'	32	36.0%
'Moderately' or 'very' important	44	49.4%	'Good' or 'excellent'	57	64.0%

Learners' importance -performance matrix for statement 17



Statement no. 18 **"Overall, how important was orientation help to you, and how useful was the help you received?"**

90 respondents completed both the 'importance' & 'usefulness' scales. Of these,

8 [8.9 %] did not receive the named advice. The rankings they gave to the importance of this advice are summarised below, and are excluded from the rest of this analysis.

Not important	1	12.5%	Moderately important	3	37.5%
Slightly important	3	37.5%	Very important	1	12.5%

Aggregate importance and usefulness ratings given by learner respondents.

18

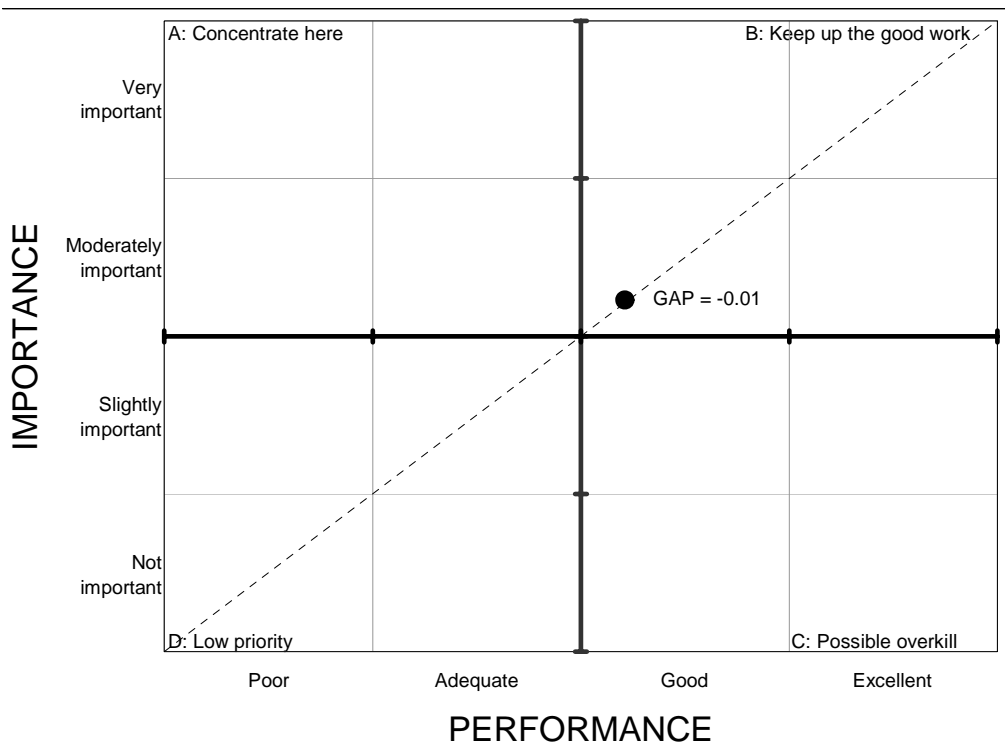
IMPORTANCE			USEFULNESS		
	n	%		n	%
Not important	9	11.0%	Poor	10	12.2%
Slightly important	26	31.7%	Adequate	23	28.0%
Moderately important	30	36.6%	Good	34	41.5%
Very important	17	20.7%	Excellent	15	18.3%
Total	82		Total	82	
MEAN IMPORTANCE	2.67		MEAN USEFULNESS	2.66	

GAP
[USEFULNESS *minus* IMPORTANCE]
-0.01

Learners' importance and usefulness mean scores aggregated into 'Lo / Hi' categories.

IMPORTANCE			USEFULNESS		
	n	%		n	%
'Not' or 'slightly' important	35	42.7%	'Poor' or 'adequate'	33	40.2%
'Moderately' or 'very' important	47	57.3%	'Good' or 'excellent'	49	59.8%

Learners' importance -performance matrix for statement 18

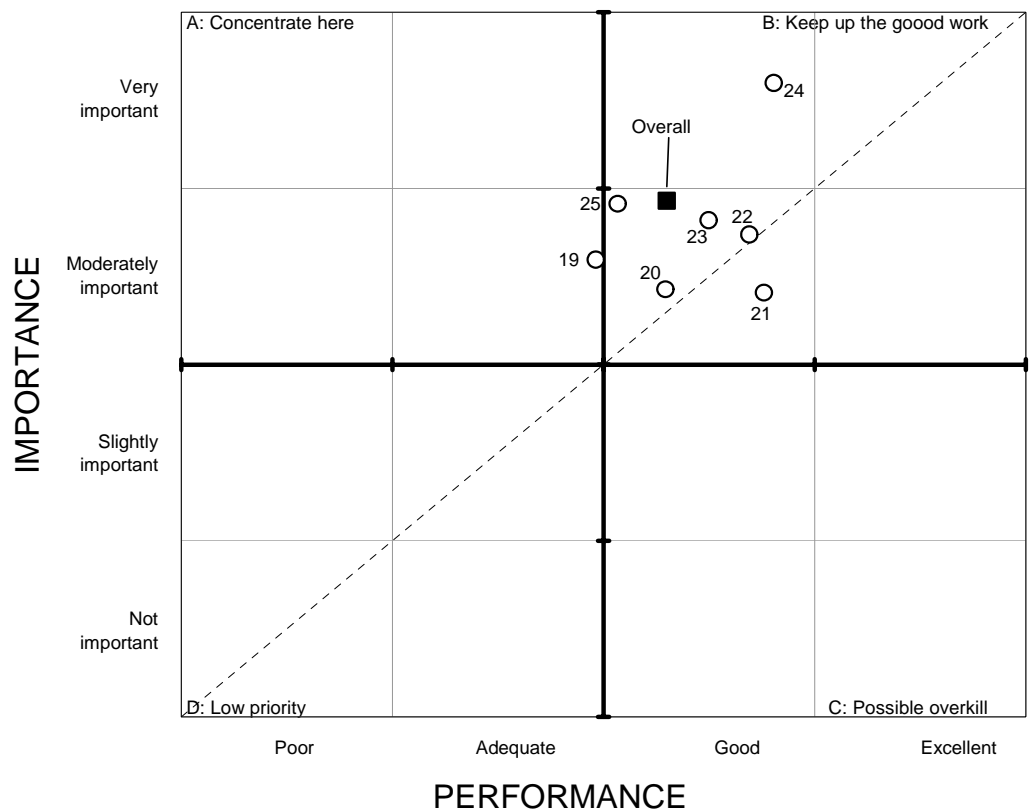


Analysis of student respondents' assessments of social & personal support

Mean importance and usefulness ratings given by learner respondents. ALL Social & personal support statements

Statement no.	No. of respondents	Mean values		
		IMPORTANCE	USEFULNESS	GAP
19	55	2.95	2.47	-0.47
20	50	2.82	2.72	-0.10
21	72	2.81	3.07	0.26
22	57	3.05	3.02	-0.04
23	71	3.11	2.87	-0.24
24	86	3.70	3.10	-0.59
25	49	3.18	2.55	-0.63
26	76	3.20	2.72	-0.47

Learners' importance -performance matrix for ALL Social & personal support statements



Statement no. 19 **"Non-teaching support staff [e.g., career advisors, counsellors, etc.] were readily accessible."**

87 respondents completed both the 'importance' & 'usefulness' scales. Of these, 32 [37 %] did not receive the named advice. The rankings they gave to the importance of this advice are summarised below, and are excluded from the rest of this analysis.

Not important	16	50.0%	Moderately important	4	12.5%
Slightly important	8	25.0%	Very important	4	12.5%

Aggregate importance and usefulness ratings given by learner respondents.

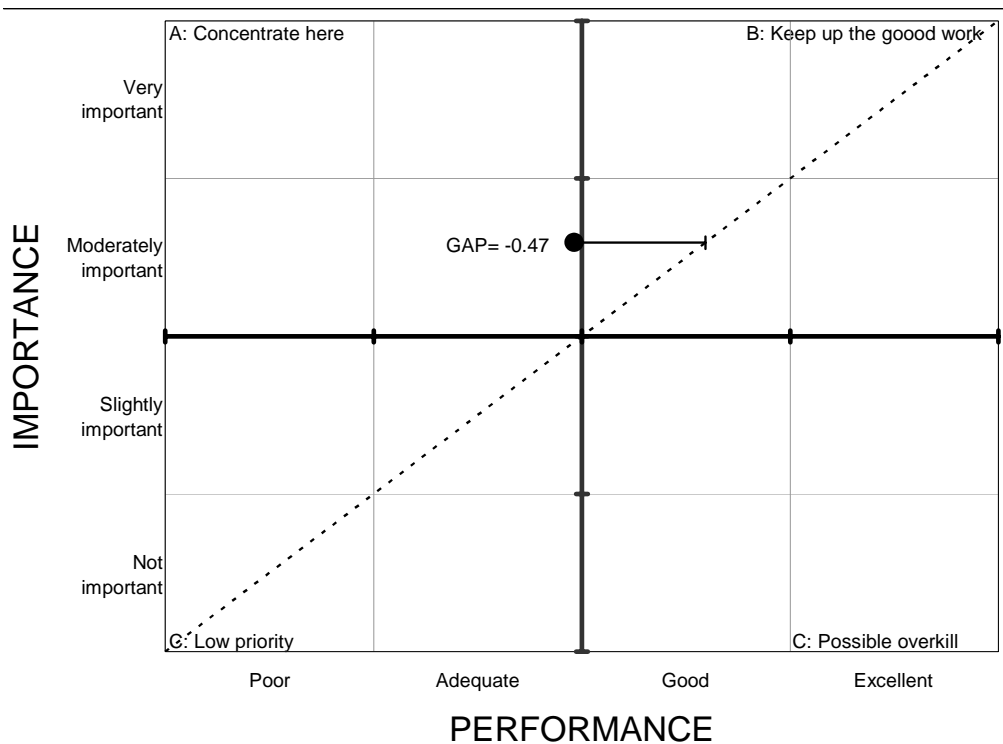
IMPORTANCE			USEFULNESS		
	n	%		n	%
Not important	5	9.1%	Poor	10	18.2%
Slightly important	13	23.6%	Adequate	18	32.7%
Moderately important	17	30.9%	Good	18	32.7%
Very important	20	36.4%	Excellent	9	16.4%
Total	55		Total	55	
MEAN IMPORTANCE	2.95		MEAN USEFULNESS	2.47	

GAP
[USEFULNESS *minus* IMPORTANCE]
-0.47

Learners' importance and usefulness mean scores aggregated into 'Lo / Hi' categories.

IMPORTANCE			USEFULNESS		
Category	n	%	Category	n	%
'Not' or 'slightly' important	18	32.7%	'Poor' or 'adequate'	28	50.9%
'Moderately' or 'very' important	37	67.3%	'Good' or 'excellent'	27	49.1%

Learners' importance - performance matrix for statement 19



Statement no. 20 **"Student advocacy and complaints services were readily accessible."**

87 respondents completed both the 'importance' & 'usefulness' scales. Of these, 37 [43 %] did not receive the named advice. The rankings they gave to the importance of this advice are summarised below, and are excluded from the rest of this analysis.

Not important	21	56.8%	Moderately important	5	13.5%
Slightly important	7	18.9%	Very important	4	10.8%

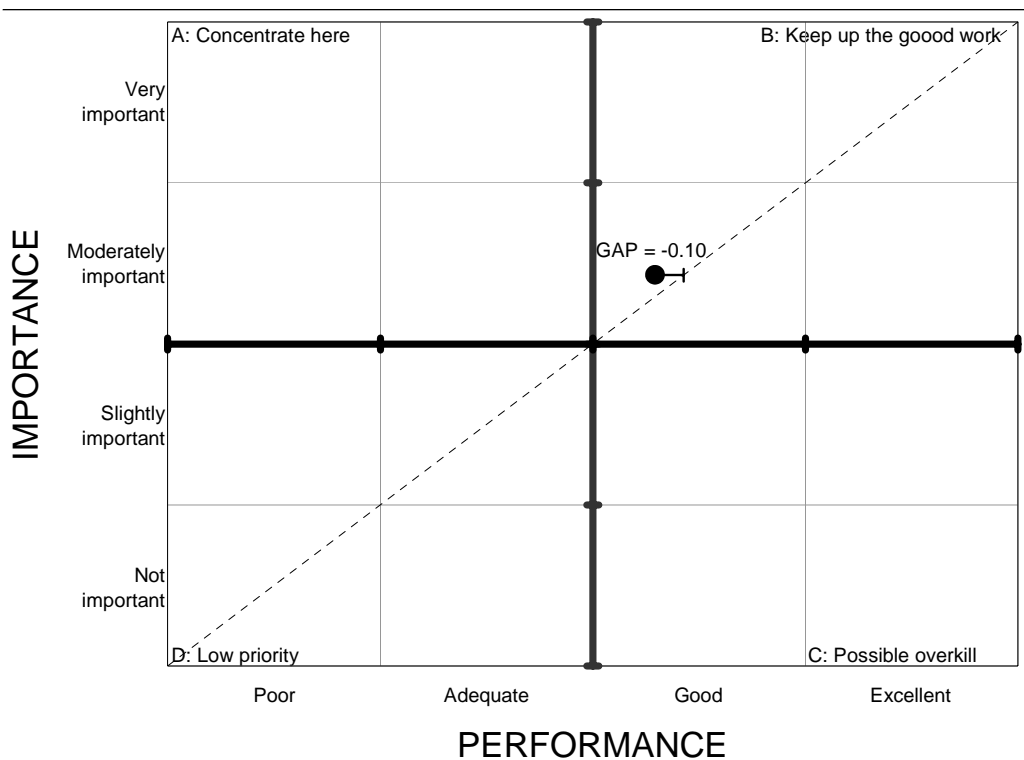
Aggregate importance and usefulness ratings given by learner respondents.

IMPORTANCE			USEFULNESS			GAP [USEFULNESS minus IMPORTANCE]
	n	%		n	%	
Not important	2	4.0%	Poor	4	8.0%	
Slightly important	20	40.0%	Adequate	19	38.0%	
Moderately important	13	26.0%	Good	14	28.0%	
Very important	15	30.0%	Excellent	13	26.0%	
Total	50		Total	50		
MEAN IMPORTANCE	2.82		MEAN USEFULNESS	2.72		-0.10

Table L2.2: Learners' importance and usefulness mean scores aggregated into 'Lo / Hi' categories.

IMPORTANCE			USEFULNESS		
	n	%		n	%
'Not' or 'slightly' important	22	44.0%	'Poor' or 'adequate'	23	46.0%
'Moderately' or 'very' important	28	56.0%	'Good' or 'excellent'	27	54.0%

Learners' importance -performance matrix for statement 20



Statement no. 21 **"Non-teaching support staff provided practical guidance and support."**

87 respondents completed both the 'importance' & 'usefulness' scales. Of these, 28 [32 %] did not receive the named advice. The rankings they gave to the importance of this advice are summarised below, and are excluded from the rest of this analysis.

Not important	16	57.1%	Moderately important	6	21.4%
Slightly important	3	10.7%	Very important	3	10.7%

Aggregate importance and usefulness ratings given by learner respondents.

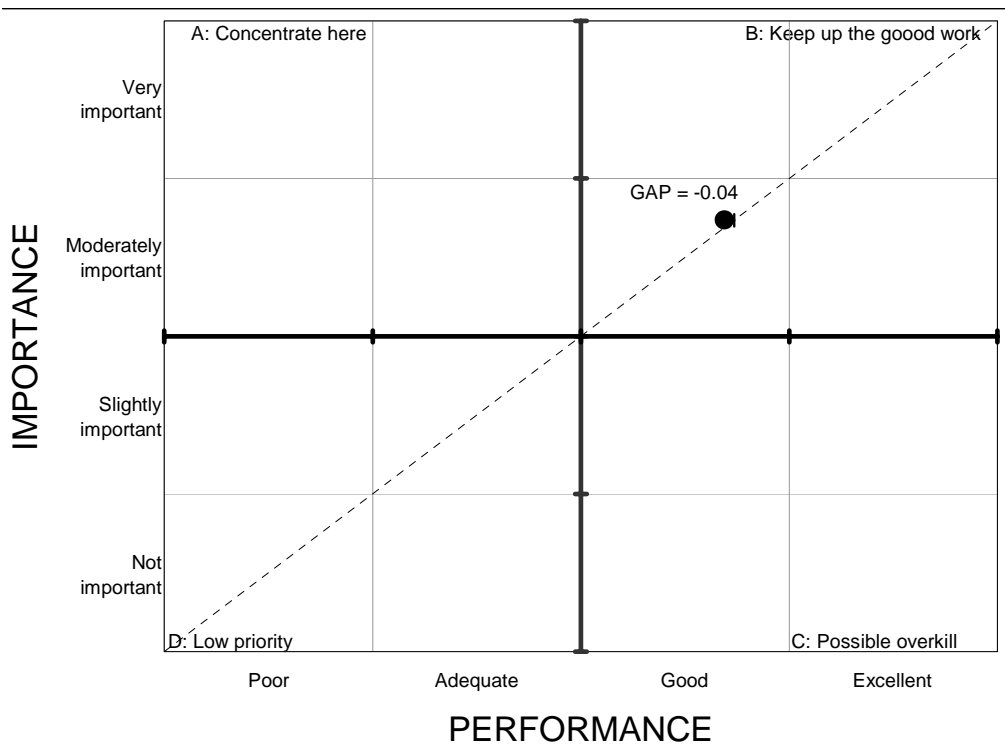
IMPORTANCE			USEFULNESS		
	n	%		n	%
Not important	2	3.4%	Poor	5	8.5%
Slightly important	13	22.0%	Adequate	11	18.6%
Moderately important	22	37.3%	Good	19	32.2%
Very important	20	33.9%	Excellent	22	37.3%
Total	57		Total	57	
MEAN IMPORTANCE	3.05		MEAN USEFULNESS	3.02	

GAP
[USEFULNESS *minus* IMPORTANCE]
-0.04

Learners' importance and usefulness mean scores aggregated into 'Lo / Hi' categories.

IMPORTANCE			USEFULNESS		
Category	n	%	Category	n	%
'Not' or 'slightly' important	15	25.4%	'Poor' or 'adequate'	16	27.1%
'Moderately' or 'very' important	42	71.2%	'Good' or 'excellent'	41	69.5%

Learners' importance - performance matrix for statement no. 21



Statement no. 22 **"E-mail or 'chat room' facilities were available for discussions that were not directly related to course work."**

84 respondents completed both the 'importance' & 'usefulness' scales. Of these, 12 [14 %] did not receive the named advice. The rankings they gave to the importance of this advice are summarised below, and are excluded from the rest of this analysis.

Not important	9	75.0%	Moderately important	1	8.3%
Slightly important	2	16.7%	Very important	0	0.0%

Aggregate importance and usefulness ratings given by learner respondents.

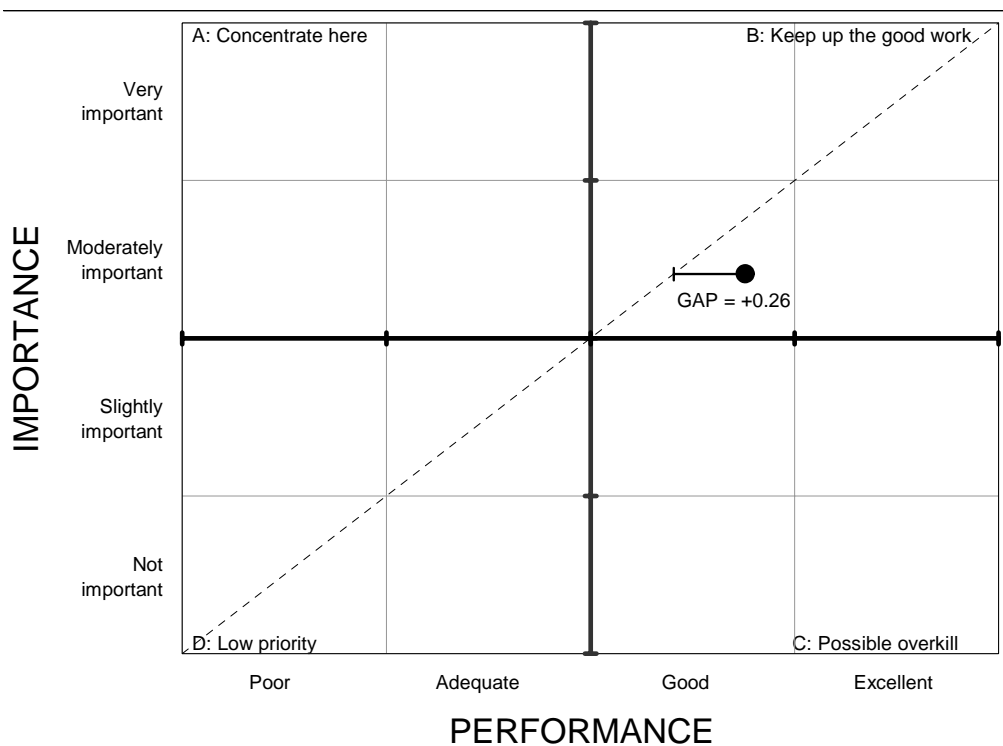
IMPORTANCE			USEFULNESS		
	n	%		n	%
Not important	8	11.1%	Poor	5	6.9%
Slightly important	24	33.3%	Adequate	16	22.2%
Moderately important	14	19.4%	Good	20	27.8%
Very important	26	36.1%	Excellent	31	43.1%
Total	72		Total	72	
MEAN IMPORTANCE	2.81		MEAN USEFULNESS	3.07	

GAP
[USEFULNESS *minus* IMPORTANCE]
0.26

Learners' importance and usefulness mean scores aggregated into 'Lo / Hi' categories.

IMPORTANCE			USEFULNESS		
	n	%		n	%
'Not' or 'slightly' important	32	44.4%	'Poor' or 'adequate'	21	29.2%
'Moderately' or 'very' important	40	55.6%	'Good' or 'excellent'	51	70.8%

Learners' importance - performance matrix for statement no. 22



Statement no. 23 **"There was an opportunity to have personal, face-to-face, discussions with tutors."**

85 respondents completed both the 'importance' & 'usefulness' scales. Of these, 14 [16 %] did not receive the named advice. The rankings they gave to the importance of this advice are summarised below, and are excluded from the rest of this analysis.

Not important	6	42.9%	Moderately important	3	21.4%
Slightly important	4	28.6%	Very important	1	7.1%

Aggregate importance and usefulness ratings given by learner respondents.

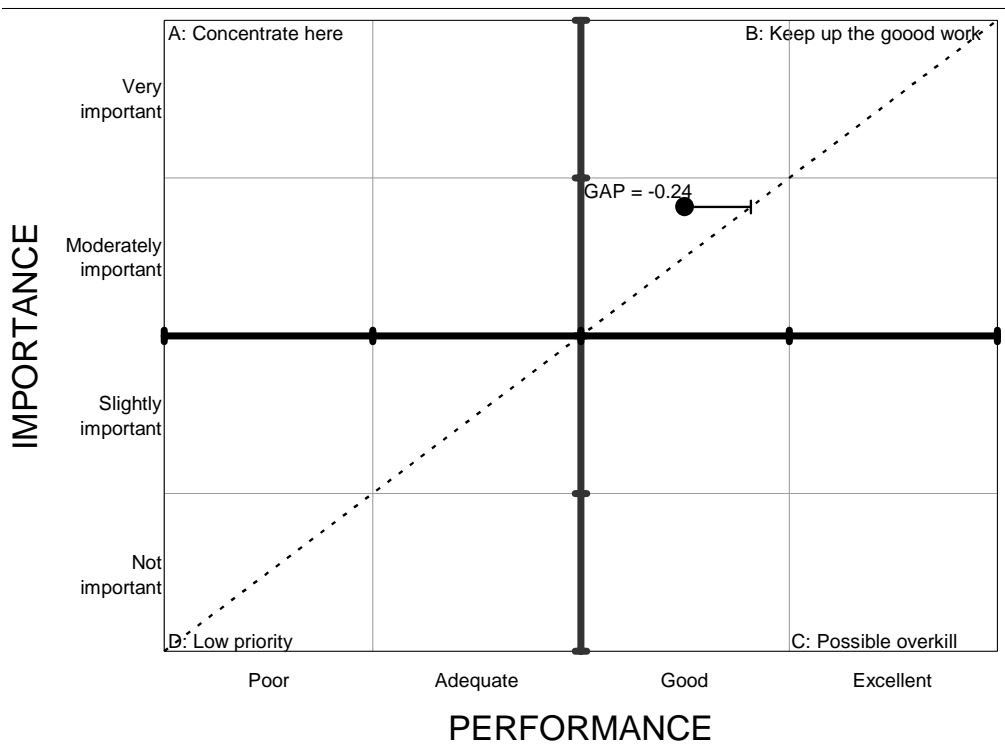
IMPORTANCE			USEFULNESS		
	n	%		n	%
Not important	4	5.6%	Poor	7	9.9%
Slightly important	13	18.3%	Adequate	21	29.6%
Moderately important	25	35.2%	Good	17	23.9%
Very important	29	40.8%	Excellent	26	36.6%
Total	71		Total	71	
MEAN IMPORTANCE	3.11		MEAN USEFULNESS	2.87	

GAP
[USEFULNESS minus IMPORTANCE]
-0.24

Learners' importance and usefulness mean scores aggregated into 'Lo / Hi' categories.

IMPORTANCE			USEFULNESS		
Category	n	%	Category	n	%
'Not' or 'slightly' important	17	23.9%	'Poor' or 'adequate'	28	39.4%
'Moderately' or 'very' important	54	76.1%	'Good' or 'excellent'	43	60.6%

Learners' importance -performance matrix for statement no. 23



Statement no. 24 **"E-mail requests for assistance or advice were responded to quickly."**

86 respondents completed both the 'importance' & 'usefulness' scales. None of this group stated they had not received this type of support.

Aggregate importance and usefulness ratings given by learner respondents.

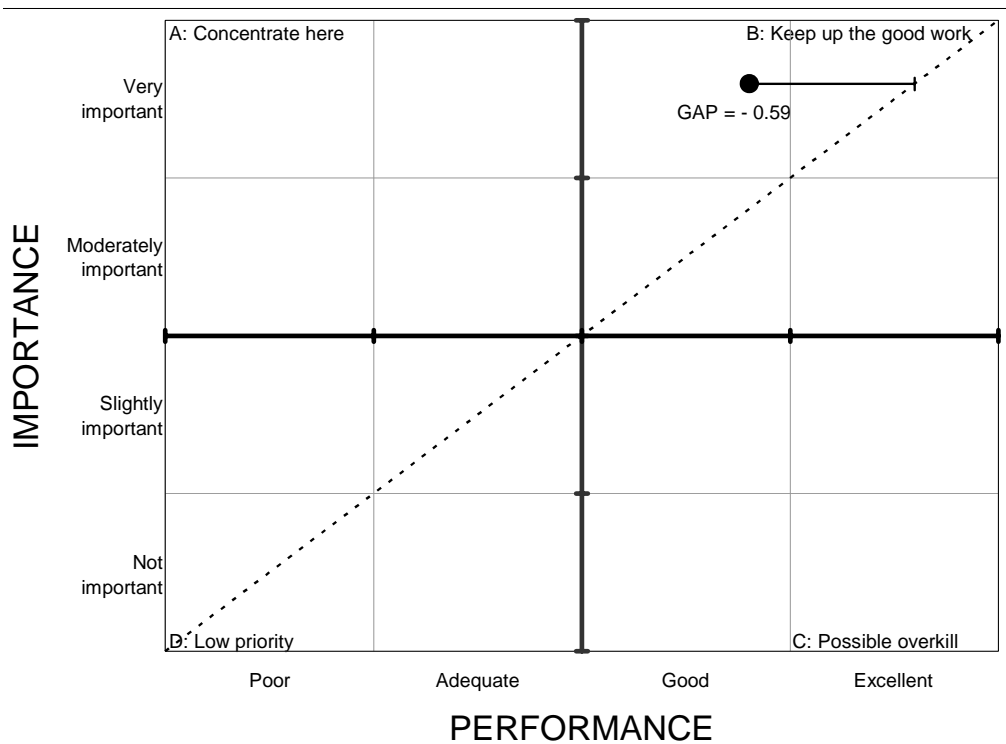
IMPORTANCE			USEFULNESS		
	n	%		n	%
Not important	0	0.0%	Poor	13	15.1%
Slightly important	5	5.8%	Adequate	9	10.5%
Moderately important	16	18.6%	Good	20	23.3%
Very important	65	75.6%	Excellent	44	51.2%
Total	86		Total	86	
MEAN IMPORTANCE	3.70		MEAN USEFULNESS	3.10	

GAP
[USEFULNESS minus IMPORTANCE]
-0.59

Learners' importance and usefulness mean scores aggregated into 'Lo / Hi' categories.

IMPORTANCE			USEFULNESS		
	n	%		n	%
'Not' or 'slightly' important	5	5.8%	'Poor' or 'adequate'	22	25.6%
'Moderately' or 'very' important	81	94.2%	'Good' or 'excellent'	64	74.4%

Learners' importance -performance matrix for statement 24



Statement no. 25 **"Before study began, someone from the provider made personal contact and offered advice or guidance about studying on-line."**

86 respondents completed both the 'importance' & 'usefulness' scales. Of these, 37 [43 %] did not receive the named advice. The rankings they gave to the importance of this advice are summarised below, and are excluded from the rest of this analysis.

Not important	9	24.3%	Moderately important	11	29.7%
Slightly important	9	24.3%	Very important	8	21.6%

Aggregate importance and usefulness ratings given by learner respondents.

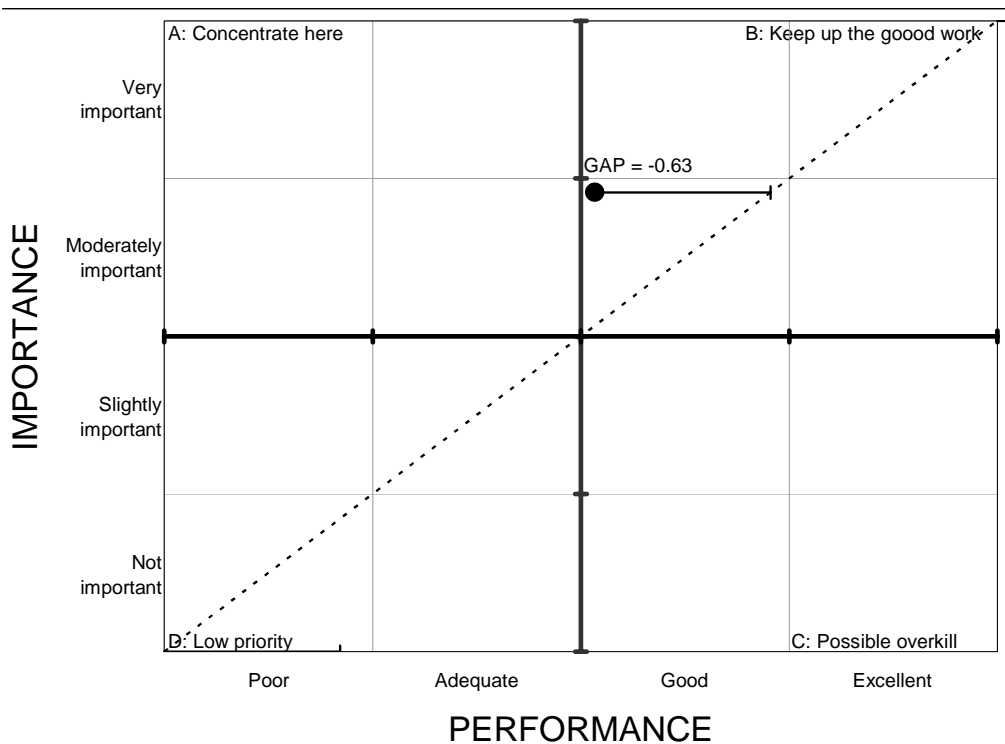
IMPORTANCE			USEFULNESS		
	n	%		n	%
Not important	3	6.1%	Poor	14	28.6%
Slightly important	9	18.4%	Adequate	7	14.3%
Moderately important	13	26.5%	Good	15	30.6%
Very important	24	49.0%	Excellent	13	26.5%
Total	49		Total	49	
MEAN IMPORTANCE	3.18		MEAN USEFULNESS	2.55	

GAP
[USEFULNESS *minus* IMPORTANCE]
-0.63

Learners' importance and usefulness mean scores aggregated into 'Lo / Hi' categories.

IMPORTANCE			USEFULNESS		
	n	%		n	%
'Not' or 'slightly' important	12	24.5%	'Poor' or 'adequate'	21	42.9%
'Moderately' or 'very' important	37	75.5%	'Good' or 'excellent'	28	57.1%

Learners' importance -performance matrix for statement 25



Statement no. 26 **"Overall, how important was social and personal support to you, and how useful was the support you received?"**

85 respondents completed both the 'importance' & 'usefulness' scales. Of these, 9 [11%] did not receive the named advice. The rankings they gave to the importance of this advice are summarised below, and are excluded from the rest of this analysis.

Not important	4	44.4%	Moderately important	1	11.1%
Slightly important	2	22.2%	Very important	2	22.2%

Aggregate importance and usefulness ratings given by learner respondents.

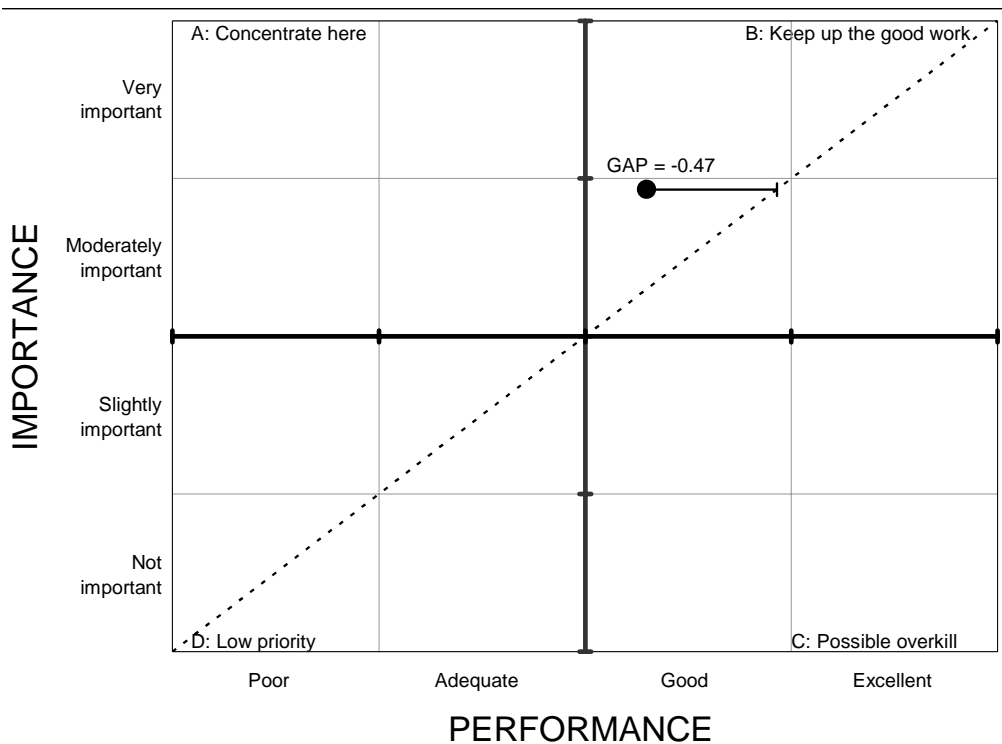
IMPORTANCE			USEFULNESS		
	n	%		n	%
Not important	1	1.3%	Poor	11	14.5%
Slightly important	16	21.1%	Adequate	14	18.4%
Moderately important	26	34.2%	Good	36	47.4%
Very important	33	43.4%	Excellent	15	19.7%
Total	76		Total	76	
MEAN IMPORTANCE	3.20		MEAN USEFULNESS	2.72	

GAP
[USEFULNESS *minus* IMPORTANCE]
-0.47

Learners' importance and usefulness mean scores aggregated into 'Lo / Hi' categories.

IMPORTANCE		USEFULNESS			
	n	%			
'Not' or 'slightly' important	17	22.4%	'Poor' or 'adequate'	25	32.9%
'Moderately' or 'very' important	59	77.6%	'Good' or 'excellent'	51	67.1%

Learners' importance -performance matrix for statement

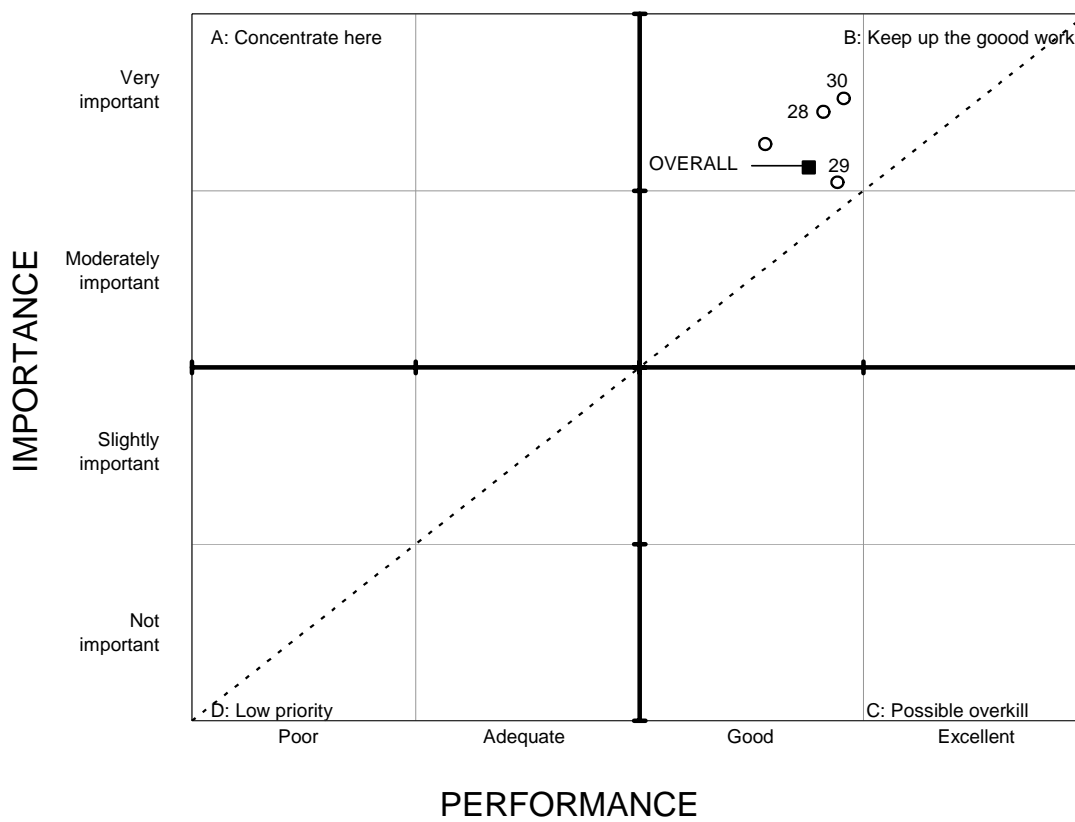


Analysis of student respondents' assessments of technical assistance

Mean importance and usefulness ratings given by learner respondents. ALL technical statements

Statement no.	No. of respondents	Mean values		
		IMPORTANCE	USEFULNESS	GAP
27	76	3.45	2.92	-0.53
28	60	3.58	3.12	-0.47
29	84	3.29	3.16	-0.12
30	81	3.64	3.19	-0.46
31	60	3.35	3.07	-0.28

Learners' importance - performance matrix for ALL Technical assistance statements



Statement no. 27 **"Contact information for technical assistance was easy to find."**

86 respondents completed both the 'importance' & 'usefulness' scales. Of these, 10 [12 %] did not receive the named advice. The rankings they gave to the importance of this advice are summarised below, and are excluded from the rest of this analysis.

Not important	4	40.0%	Moderately important	2	20.0%
Slightly important	2	20.0%	Very important	2	20.0%

Aggregate importance and usefulness ratings given by learner respondents.

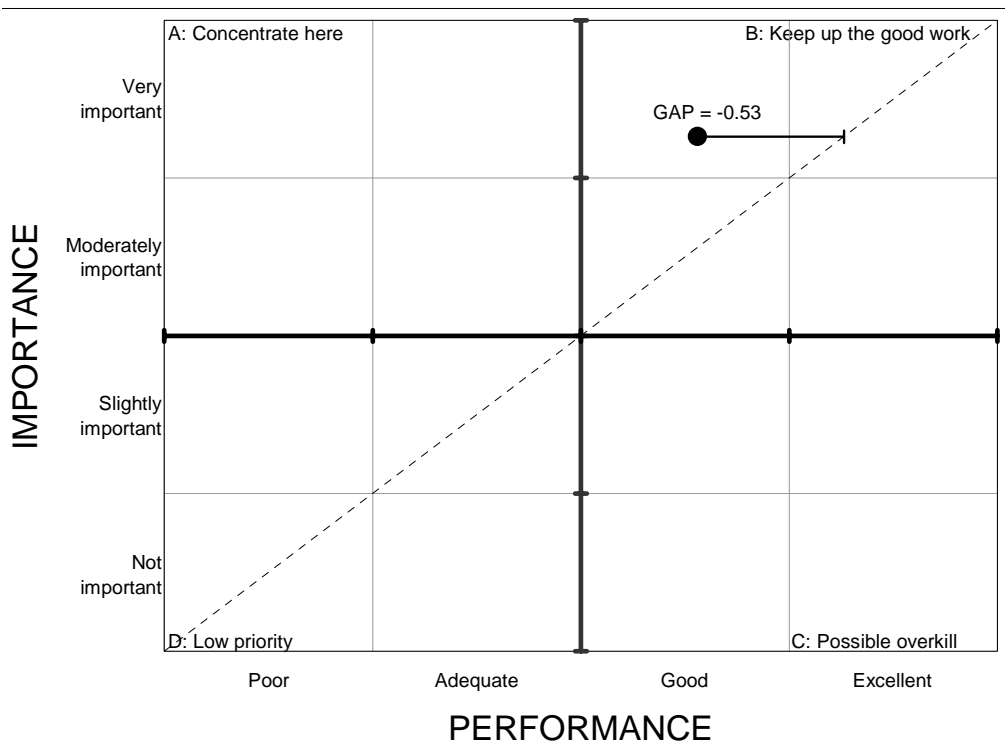
IMPORTANCE			USEFULNESS		
	n	%		n	%
Not important	0	0.0%	Poor	13	17.1%
Slightly important	10	13.2%	Adequate	11	14.5%
Moderately important	22	28.9%	Good	21	27.6%
Very important	44	57.9%	Excellent	31	40.8%
Total	76		Total	76	
MEAN IMPORTANCE	3.45		MEAN USEFULNESS	2.92	

GAP
[USEFULNESS *minus* IMPORTANCE]
-0.53

Learners' importance and usefulness mean scores aggregated into 'Lo / Hi' categories.

IMPORTANCE			USEFULNESS		
	n	%		n	%
'Not' or 'slightly' important	10	13.2%	'Poor' or 'adequate'	24	31.6%
'Moderately' or 'very' important	66	86.8%	'Good' or 'excellent'	52	68.4%

Learners' importance -performance matrix for statement 27



Statement no. 28 **"Technical advice given by help-desk staff was easy to understand."**

82 respondents completed both the 'importance' & 'usefulness' scales. Of these, 22 [27 %] did not receive the named advice. The rankings they gave to the importance of this advice are summarised below, and are excluded from the rest of this analysis.

Not important	5	22.7%	Moderately important	6	27.3%
Slightly important	8	36.4%	Very important	3	13.6%

Aggregate importance and usefulness ratings given by learner respondents.

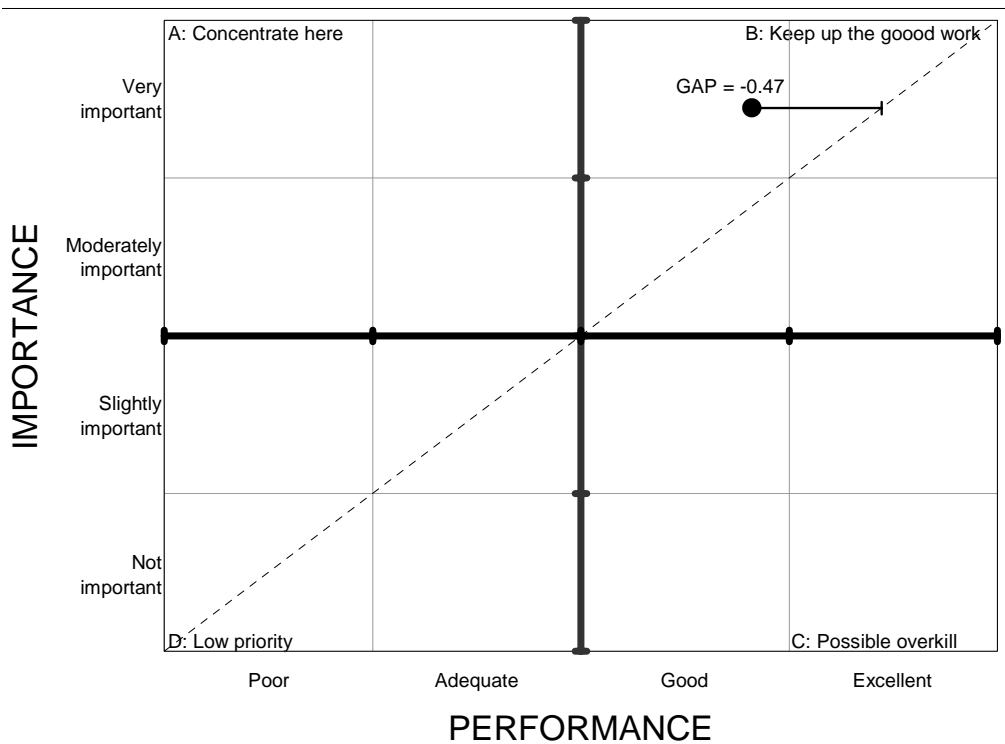
IMPORTANCE			USEFULNESS		
	n	%		n	%
Not important	1	1.7%	Poor	7	11.7%
Slightly important	4	6.7%	Adequate	10	16.7%
Moderately important	14	23.3%	Good	12	20.0%
Very important	41	68.3%	Excellent	31	51.7%
Total	60		Total	60	
MEAN IMPORTANCE	3.58		MEAN USEFULNESS	3.12	

GAP
[USEFULNESS minus IMPORTANCE]
-0.47

Learners' importance and usefulness mean scores aggregated into 'Lo / Hi' categories.

IMPORTANCE			USEFULNESS		
	n	%		n	%
'Not' or 'slightly' important	5	8.3%	'Poor' or 'adequate'	17	28.3%
'Moderately' or 'very' important	55	91.7%	'Good' or 'excellent'	43	71.7%

Learners' importance -performance matrix for statement 28.



Statement no. 29 **"Access to the learning platform [e.g., Blackboard, webCT, Moodle, etc.] used to deliver the course was available whenever needed."**

86 respondents completed both the 'importance' & 'usefulness' scales. Of these,

5 [5.8 %] did not receive the named advice. The rankings they gave to the importance of this advice are summarised below, and are excluded from the rest of this analysis.

Not important	3	60.0%	Moderately important	0	0.0%
Slightly important	2	40.0%	Very important	0	0.0%

Aggregate importance and usefulness ratings given by learner respondents.

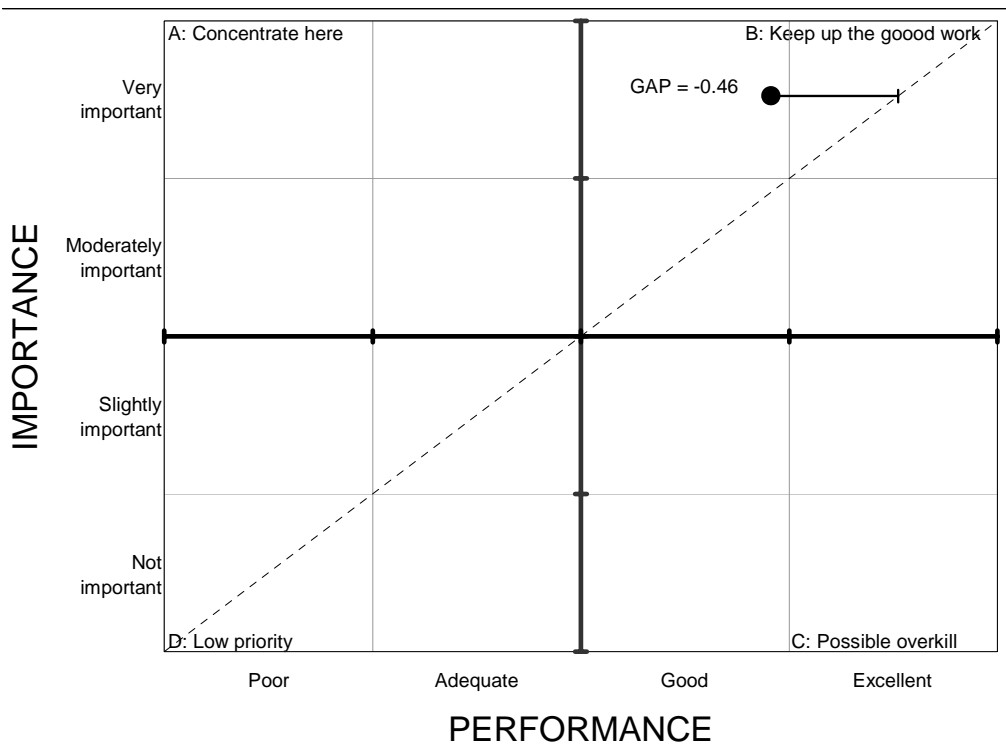
IMPORTANCE			USEFULNESS		
	n	%		n	%
Not important	2	2.5%	Poor	3	3.7%
Slightly important	4	4.9%	Adequate	13	16.0%
Moderately important	15	18.5%	Good	31	38.3%
Very important	60	74.1%	Excellent	34	42.0%
Total	81		Total	81	
MEAN IMPORTANCE	3.64		MEAN USEFULNESS	3.19	

GAP
[USEFULNESS minus IMPORTANCE]
-0.46

Learners' importance and usefulness mean scores aggregated into 'Lo / Hi' categories.

IMPORTANCE			USEFULNESS		
	n	%		n	%
'Not' or 'slightly' important	6	7.4%	'Poor' or 'adequate'	16	19.8%
'Moderately' or 'very' important	75	92.6%	'Good' or 'excellent'	65	80.2%

Learners' importance - performance matrix for statement no.29



Statement no. 30 "Access to technical help-desk support was available whenever needed."

84 respondents completed both the 'importance' & 'usefulness' scales. Of these, 23 [27 %] did not receive the named advice. The rankings they gave to the importance of this advice are summarised below, and are excluded from the rest of this analysis.

Not important	7	30.4%	Moderately important	3	13.0%
Slightly important	5	21.7%	Very important	8	34.8%

Aggregate importance and usefulness ratings given by learner respondents,

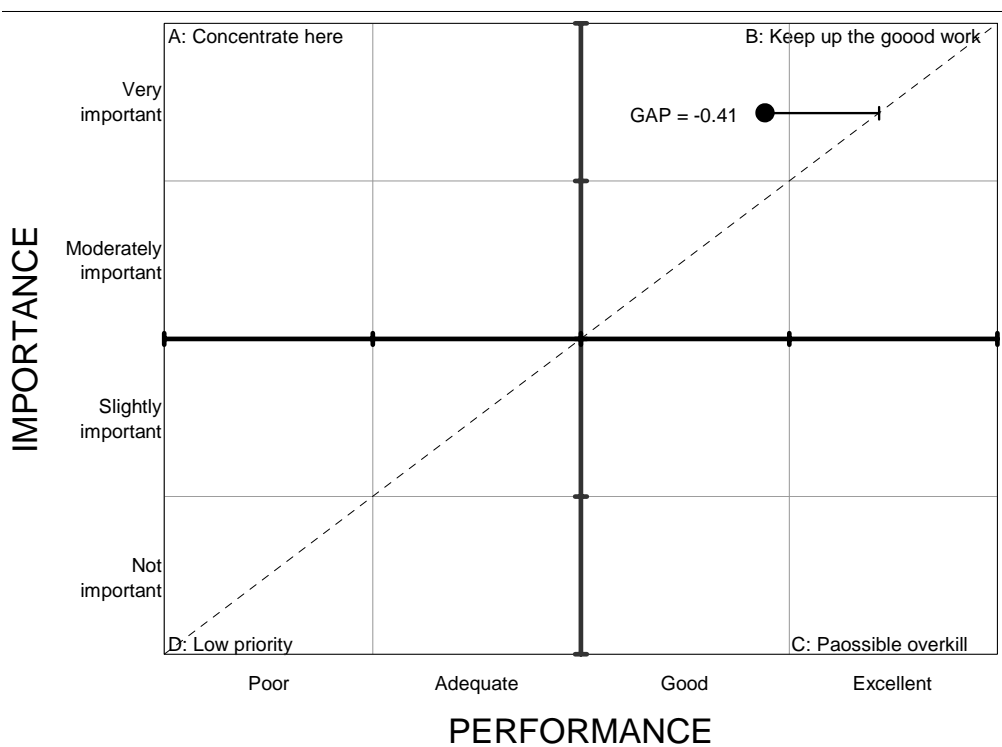
IMPORTANCE			USEFULNESS		
	n	%		n	%
Not important	2	3.3%	Poor	4	6.6%
Slightly important	4	6.6%	Adequate	12	19.7%
Moderately important	12	19.7%	Good	15	24.6%
Very important	43	70.5%	Excellent	30	49.2%
Total	61		Total	61	
MEAN IMPORTANCE	3.57		MEAN USEFULNESS	3.16	

GAP
[USEFULNESS minus IMPORTANCE]
-0.41

Learners' importance and usefulness mean scores aggregated into 'Lo / Hi' categories.

IMPORTANCE			USEFULNESS		
Category	n	%	Category	n	%
'Not' or 'slightly' important	6	9.8%	'Poor' or 'adequate'	16	26.2%
'Moderately' or 'very' important	55	90.2%	'Good' or 'excellent'	45	73.8%

Learners' importance - performance matrix for statement no.30



Statement no. 31 **"Overall, how important was technical assistance to you, and how useful was the assistance you received?"**

86 respondents completed both the 'importance' & 'usefulness' scales. Of these, 26 [30 %] did not receive the named advice. The rankings they gave to the importance of this advice are summarised below, and are excluded from the rest of this analysis.

Not important	9	34.6%	Moderately important	5	19.2%
Slightly important	4	15.4%	Very important	8	30.8%

Aggregate importance and usefulness ratings given by learner respondents

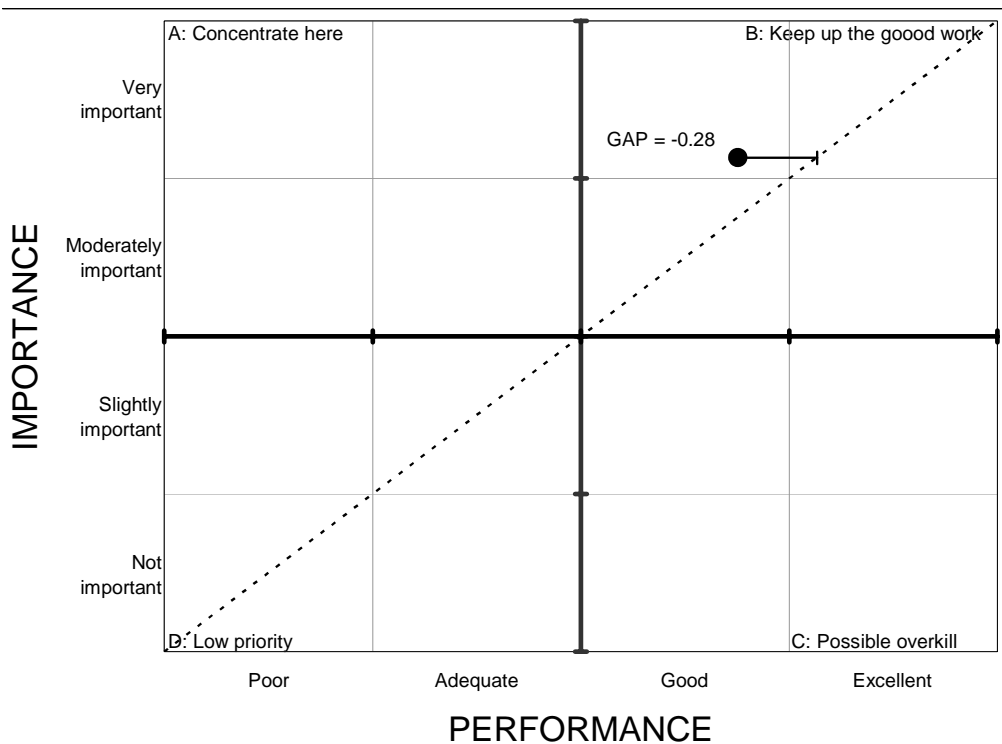
IMPORTANCE			USEFULNESS		
	n	%		n	%
Not important	5	8.3%	Poor	5	8.3%
Slightly important	7	11.7%	Adequate	12	20.0%
Moderately important	10	16.7%	Good	17	28.3%
Very important	38	63.3%	Excellent	26	43.3%
Total	60		Total	60	
MEAN IMPORTANCE	3.35		MEAN USEFULNESS	3.07	

GAP
[USEFULNESS *minus* IMPORTANCE]
-0.28

Learners' importance and usefulness mean scores aggregated into 'Lo / Hi' categories.

IMPORTANCE			USEFULNESS		
Category	n	%	Category	n	%
'Not' or 'slightly' important	12	20.0%	'Poor' or 'adequate'	17	28.3%
'Moderately' or 'very' important	48	80.0%	'Good' or 'excellent'	43	71.7%

Learners' importance -performance matrix for statement no. 31



Appendix 2: Participant information sheet and questionnaire

Invitation to participate in the E-learner Support Project

This letter has been sent by [TEI name] to a random sample of tertiary students who studied on-line [via the internet] in 2004. According to university records, you are one of those students.

From: The E-learner Support Project Researchers March 2005

Dear student;

How useful was the support you received during your on-line studies in 2004?

Please accept this message as an invitation to participate in the 'E-learner Support Project' survey and be in the draw to win computer equipment or overseas travel or \$750 worth of petrol vouchers. Below is a brief summary of the project and the link to the survey. Prize details are at the bottom of the message.

- As part of the government's Tertiary Education Strategy, the Ministry of Education administers the E-learning Research Fund.
- This supports research into the provision of on-line or electronically delivered education to tertiary students.
- In 2004, the *E-learner Support Project* from the Aotearoa Tertiary Students' Association was one of four proposals awarded funding.
- The goal of the *E-learner Support Project* is to ask students about their experiences with the support they received during their on-line education and to develop a set of best-practice services that could help e-learners succeed in their studies.

This is an important project that will help improve educational outcomes for current and future students. Its success depends on the willingness of students who have studied on-line to complete an anonymous survey, provided on-line.

Your privacy is guaranteed

- Your name or any other information that could personally identify you will not be provided to the researchers or any other party.
- Participation in this survey is voluntary and anonymous.
- No information that could personally identify you is sought.
- The researchers abide by the Code of Ethics of the New Zealand Association of Social Researchers.

IMPORTANT!

- Because this is an anonymous survey, the researchers do not have access to your name or contact details.
- If you wish to enter the prize draw, you will need to enter your *prize draw code* which is: **xxx**
- The [TEI name] will contact you if your code is the winning number.

To participate and enter the prize draw, click on this link
http://203.96.212.200/netcollect/elearnerd/content/elearner_1.htm
to go to the on-line survey.

It should take about 20 minutes to complete. The last question asks for your prize draw code so keep it handy!

If you have any questions about this survey, please contact the researchers direct.

Jane Renwick E-mail: research@atsa.org.nz **Stephen Owen** E-mail: atsa@atsa.org.nz

PRIZE DRAW DETAILS

If you agree to participate in this survey, you are eligible to participate in the prize draw. To do this, you must enter your *prize draw code* detailed in this invitation. The winner number will be randomly selected from all eligible surveys.

If your prize draw code is selected, your education provider will contact you and ask you to choose your prize from the following list.

The winner can choose one of the following prizes. Only one prize can be selected and it cannot be exchanged for money.

1. ACER desk top computer
2. ACER notebook computer
3. ACER handheld PC with LCD screen
4. Petrol vouchers to the value of \$750.00
5. Single return airfare from Akl/Wlg/Chc to Sydney with 3 nights accommodation [conditions apply]

E-learner Support Project

A survey of tertiary students who studied online in 2004

Thank you for opening the link to the E-learner Support Project on-line survey. This page describes the general format of the survey and how to navigate through the sections. The survey should take about 20 minutes to complete. If you wish to enter the prize draw, please make sure you have your *prize draw code* ready for entering at the end of the survey.

This survey seeks your views about the usefulness of the support you received during your on-line studies. It covers four areas.

1: Pre-enrolment Advice.....information you received before enrolling.

2: Orientation Help.....guidance offered to help you study online.

3: Social & Personal Support...non-teaching services used during study.

4: Technical Assistance.....help with computer & technical problems.

A fifth section seeks information about you and your studies. You will need to enter your *prize draw code* at the end of this.

All completed surveys received on or before 28 March will be entered into a draw to win one of the following:

Either an Acer desktop computer or an ACER notebook computer or an ACER handheld PC & LCD screen
or

one return flight to Sydney plus 3 nights accommodation

or petrol vouchers to the value of \$750.

[Conditions and details are in the 'Invitation to participate' email you received]

Filling out the survey

Once you have read through this page, click on the '**Start**' button below.

Read each of the statements and then select your answer from the options listed in the columns.

You do this by clicking your computer mouse on the circle below the option that best matches your view.

Use your computer's TAB or arrow keys to move through the survey.

The last question asks for your *prize draw code*. This is in the 'Invitation to participate in the E-learner Support Project' e-mail advice you received from your provider. *You must type in this number at the end of the survey if you wish to enter the prize draw.*

Once you have completed the survey, select the '**Send Answers**' button. This will send your answers to the data-base ready for analysis.

The researchers cannot identify you as an individual. Only your provider has that information and it will not be given to the researchers.

If you have questions about this study, please contact the researchers, Jane Renwick and Stephen Owen

Tel: 04 939 1417 E-mail: research@atsa.org.nz



Part One: Pre-enrolment Advice

This section seeks your views about the sorts of information you used before deciding to enrol for a course that was provided on-line.

How useful and important was the advice you received about learning on-line?

Please read each of the statements below and then select the circle that most closely matches how important that aspect was to you [the How important column] and then select the circle that most closely matches how useful any assistance received was to you [the How useful column].

	HOW IMPORTANT was this sort of advice to you?	HOW USEFUL was the advice you received?
--	---	---

	Not important	Slightly important	Moderately important	Very important	Poor	Adequate	Good	Excellent	I did not receive this advice
--	---------------	--------------------	----------------------	----------------	------	----------	------	-----------	-------------------------------

[1]	Clear description of the qualification, including its career or personal development potential.								
[2]	Advice about study skills, such as self-directed learning & time management, needed to study on-line.								
	Information about cost of study, including tuition fees, books & other expenses.								

cont. Part One: Pre-enrolment Advice

		HOW IMPORTANT was this sort of advice to you?	HOW USEFUL was the advice you received?
--	--	---	---

GO

		Not important	Slightly important	Moderately important	Very important	Poor	Adequate	Good	Excellent	I did not receive this advice
--	--	---------------	--------------------	----------------------	----------------	------	----------	------	-----------	-------------------------------

GO

4]	<i>Advice about needed skills, such as English language or maths ability.</i>									
----	---	--	--	--	--	--	--	--	--	--

GO

5]	<i>Advice about the technical skills [computer, E-mail, etc.] needed to study on-line.</i>									
6]	<i>Information about computer hardware & software requirements.</i>									
		HOW IMPORTANT was this sort of advice to you?				HOW USEFUL was the advice you received?				

GO

		Not important	Slightly important	Moderately important	Very important	Poor	Adequate	Good	Excellent	I did not receive this advice
7]	<i>Opportunity to have a discussion [either face-to-face or by 'freephone'] with a tutor about study options.</i>									

[8]	<i>Access to a trial on-line programme to test before enrolling.</i>								
-----	--	--	--	--	--	--	--	--	--

cont. Part One: Pre-enrolment Advice

		Overall importance of Pre-enrolment Advice to you.	Overall usefulness of Pre-enrolment Advice you received.
--	--	--	--



		Not important	Slightly important	Moderately important	Very important	Poor	Adequate	Good	Excellent	I received no advice
9	OVERALL, how important was Pre-enrolment Advice to you, and how useful was the advice you received?									

[10] Were there any aspects of the Pre-enrolment Advice you received that were **particularly useful** to you? [please type in the box below]

[11] Do you have any suggestions about Pre-enrolment Advice that **could have been more useful** to you? [please type in the box below]

[12] Do you have any further comments you would like to make about Pre-enrolment Advice? [please type in the box below]

on	1
----	---

Continue survey

Part Two: Orientation Help

This section looks at the sorts of help you received after enrolling but before [or very soon after] you began formal study.

How well did your provider introduce you to learning on-line?

Please read each of the statements below and then select the circle that most closely matches how important that aspect was to you [the How important column] and then select the circle that most closely matches how useful any help received was to you [the How useful column].

		HOW IMPORTANT was this sort of help to you?	HOW USEFUL was the help you received?
--	--	--	--

		Not important	Slightly important	Moderately important	Very important	Poor	Adequate	Good	Excellent	I did not receive this help
--	--	---------------	--------------------	----------------------	----------------	------	----------	------	-----------	-----------------------------

13	<i>Guidance in learning the ICT [Information & Communication Technologies] skills needed to study on-line.</i>									

14	<i>An introduction to the library and how to find/order books and other documents required to complete assignments.</i>									
15	<i>Assistance with setting up computer and E-mail systems required to study.</i>									

cont. Part Two: Orientation Help

		HOW IMPORTANT was this sort of help to you?	HOW USEFUL was the help you received?
--	--	---	---

CCO

		Not important	Slightly important	Moderately important	Very important	Poor	Adequate	Good	Excellent	I did not receive this help
--	--	---------------	--------------------	----------------------	----------------	------	----------	------	-----------	-----------------------------

CCO

16	Help with any needed skills, such as English language or maths, required for study.									
----	---	--	--	--	--	--	--	--	--	--

CCO

17	Guidance about personal skills, such as time management & self-discipline, etc. needed for successful study.									
18	Advice about understanding personal learning styles and ways to study on-line.									
		HOW IMPORTANT was this sort of help to you?				HOW USEFUL was the help you received?				



|| |

Not important	Slightly important	Moderately important	Very important	Poor	Adequate	Good	Excellent	I did not receive this help
---------------	--------------------	----------------------	----------------	------	----------	------	-----------	-----------------------------



19 *An opportunity, before formal study began, to experiment with the learning platform [WebCT, Blackboard, Moodle, etc.] that would be used.*

--	--	--	--	--	--	--	--	--

20 *Advice about student support services, such as career guidance and counselling.*

--	--	--	--	--	--	--	--	--

cont. Part Two: Orientation Help

		Overall importance of Orientation Help to you.	Overall usefulness of Orientation Help you received.
--	--	--	--

ccc

		Not important	Slightly important	Moderately important	Very important	Poor	Adequate	Good	Excellent	I received no help
[21]	OVERALL, how important was Orientation Help to you, and how useful was the help you received?									

[22] Were there any aspects of the Orientation Help you received that was **particularly useful** to you? [please type in the box below]

[23] Do you have any suggestions about Orientation Help that **could have been more useful** to you? [please type in the box below]

[24] Do you have any further comments you would like to make about Orientation Help? [please type in the box below]

on	1
----	---

Continue survey

Part Three: Social & Personal Support

This section seeks your views on how well any social or personal needs you had during study were met by your education provider.

How useful was the support offered by your provider?

Please read each of the statements below and then select the circle that most closely matches how important that aspect was to you [the How important column] and then select the circle that most closely matches how useful any assistance received was to you [the How useful column].

	HOW IMPORTANT was this sort of support to you?	HOW USEFUL was the support you received?
--	---	---

CCC

	Not important	Slightly important	Moderately important	Very important	Poor	Adequate	Good	Excellent	I did not receive this support
--	---------------	--------------------	----------------------	----------------	------	----------	------	-----------	--------------------------------

CCC

[25]	Non-teaching support staff [e.g., career advisors, counsellors, etc.] were readily accessible.								
[26]	Student advocacy and complaints services were readily accessible.								
	Non-teaching support staff provided practical guidance and support.								

cont. Part Three: Social & Personal Support

		HOW IMPORTANT was this sort of support to you?	HOW USEFUL was the support you received?
--	--	---	---

CIC

		Not important	Slightly important	Moderately important	Very important	Poor	Adequate	Good	Excellent	I did not receive this support
--	--	---------------	--------------------	----------------------	----------------	------	----------	------	-----------	--------------------------------

CIC

[28]	<i>E-mail or 'chat room' facilities were available for discussions that were not directly related to course work.</i>									
[29]	<i>There was an opportunity to have personal, face-to-face, discussions with tutors.</i>									
[30]	<i>E-mail requests for personal assistance or advice were responded to quickly.</i>									



HOW IMPORTANT
was this sort of support to you?



HOW USEFUL
was the support you received?



Not important

Slightly important

Moderately important

Very important

Poor

Adequate

Good

Excellent

I did not receive this support



31	<i>Before study began, someone from the provider made personal contact and offered advice or guidance about studying on-line.</i>									
----	---	--	--	--	--	--	--	--	--	--

cont. Part Three: Social & Personal Support

[32] In thinking about your answer to Q.31, please select from the list on the right how personal contact was made

Method of contact [select as many as apply]

- No contact made
- E-mail
- Telephone
- Post
- Fax
- Personal visit

	Overall importance of Social & Personal Support to you.	Overall usefulness of Social & Personal Support you received.
--	---	---



	Not important	Slightly important	Moderately important	Very important	Poor	Adequate	Good	Excellent	I received no support
--	---------------	--------------------	----------------------	----------------	------	----------	------	-----------	-----------------------

33 OVERALL, how important was Social & Personal Support to you, and how useful was the support you received?									
--	--	--	--	--	--	--	--	--	--

Were there any aspects of the Social & Personal Support you received that was **particularly useful** to you? [please type in the box below]

[35] Do you have any suggestions about Social & Personal Support that **could have been more useful** to you? [please type in the box below]

[36] Do you have any further comments you would like to make about Social & Personal Support? [please type in the box below]

on	1
----	---

Continue survey

Part Four: Technical Assistance

This section seeks your views on how effectively any technical [computer & communication] problems you had during study were resolved.

How useful was the computer & technical help you got from your provider?

Please read each of the statements below and then select the circle that most closely matches how important that aspect was to you [the How important column] and then select the circle that most closely matches how useful any assistance received was to you [the How useful column].

		HOW IMPORTANT was this aspect to you?	HOW USEFUL was the assistance you received?
--	--	---	---



		Not important	Slightly important	Moderately important	Very important	Poor	Adequate	Good	Excellent	I did not receive this assistance
--	--	---------------	--------------------	----------------------	----------------	------	----------	------	-----------	-----------------------------------



[37]	Contact information for technical assistance was easy to find.									
[38]	Technical advice given by help-desk staff was easy to understand.									
		HOW IMPORTANT was this aspect to you?				HOW USEFUL was the assistance you received?				
		Not important	Slightly important	Moderately important	Very important	Poor	Adequate	Good	Excellent	I did not receive this assistance
[39]	Access to the learning platform [e.g., Blackboard, WebCT, Moodle, etc.] used to deliver the course was									

CCC

CCC

<i>available whenever needed.</i>										
-----------------------------------	--	--	--	--	--	--	--	--	--	--

[40] <i>Access to technical help-desk support was available whenever needed.</i>										
--	--	--	--	--	--	--	--	--	--	--

cont. Part Four: Technical Assistance

If you had computer or technical problems during your on-line study, who helped you fix them? [select as many as apply].

- No help needed
- Education provider
- Family/whanau member
- Friend or acquaintance
- Internet Service Provider
- Paid professional

		Overall importance of Technical Assistance to you.				Overall usefulness of Technical Assistance you received.				
		Not important	Slightly important	Moderately important	Very important	Poor	Adequate	Good	Excellent	I received no assistance
42	OVERALL, how									

important was Technical Assistance to you, and how useful was the assistance you received?									
--	--	--	--	--	--	--	--	--	--

[43] Were there any aspects of the Technical Assistance you received that was **particularly useful** to you? [please type in the box below]

[44] Do you have any suggestions about Technical Assistance that **could have been more useful** to you? [please type in the box below]

[45] Do you have any further comments you would like to make about Technical Assistance? [please type in the box below]

on	1
----	---

Continue survey

Part Five: Background Information

This final section seeks information about you and your studies.

What is your age?

- 19 years or younger 35-39 years
- 20-24 years 40-44 years
- 25-29 years 45-49 years
- 30-34 years 50 years or older

What is your gender?

- Male European/Pakeha Female Maori Pasifika Asian Other

[48]What is your

ethnicity?

[49] If you ticked "Other" please enter your ethnicity here

Yes No

[50] Are you the **main** caregiver of someone else in your family/whanau, e.g. a child under 16, an older person or someone with special needs?

[51] If you answered "Yes" please enter the number of dependants here

Please select from the list below the highest qualification you held **before** enrolling for study in 2004.

No qualification

Bachelors Degree

Secondary School

Post grad. Certificate or Diploma

Undergraduate Certificate

Honours or Masters

Undergraduate Diploma

PhD

cont. Part Five: Background Information

What is your household's total annual income?

[Household only includes you and any of your family/whanau you live with]

Less than \$15,000

\$40,000 to \$49,999

\$15,000 to \$19,999

\$50,000 to \$59,999

\$20,000 to \$29,999

\$60,000 or more

\$30,000 to \$39,999

From the list below, please select the box that most closely matches where you live.

Metropolitan area [Auckland, Hamilton, Wellington, Christchurch, Dunedin]

Provincial city

Provincial town

Rural area

[55] PRIZE DRAW CODE

Please enter in the box below your *prize draw code* that is printed in the e-mail you received from your education provider.

It is needed for your survey to be entered in the prize draw. If your survey wins the draw, your provider will contact you.

If you are the successful winner of the prize draw, please select the prize you want from the list below.

ACER Desktop computer
ACER notebook computer
ACER handheld PC & LCD screen

Travel to/from Sydney & 3 nights accommodation
\$750 Petrol vouchers
I will decide later

That completes this survey! Thank you for your answers. Please select the Send Answers button to send this form to the research data-base.

Thank you for participating in the E-learner Support Project and good luck in the prize draw

Appendix 3: Letter to providers and the survey questionnaire



Aotearoa Tertiary Students' Association

Te Whanau Tauira o Aotearoa
PO Box 3332
Wellington

Telephone: 04 939 1417

14 March 2005

Provider address

Dear;
Tena koe tūnuaki

Subject: The E-learner Support Project

E-mail Ref:

Your institution provides tertiary courses to students delivered via the internet. Those e-learners are of interest to researchers from the Aotearoa Tertiary Students Association (ATSA).

In 2004, the Aotearoa Tertiary Students' Association launched the 'E-learner Support Project' having successfully bid for one of four contracts awarded funding from the Ministry of Education's Tertiary e-Learning Research Fund 2003/2004. This fund supports original research into the current context of 'online' or electronically delivered education in New Zealand's tertiary sector.

The goal of the 'E-learner Support Project' is to develop a set of best-practice measures for providing non-pedagogic support to e-learners. The intended outcome is to make those best-practice measures available to education providers to use in developing and improving support and guidance services for students who are studying online.

The ATSA project involves three phases of research. The first two, a literature review and focus groups, have been completed. This letter concerns the third phase, a survey of e-learners who enrolled for full time study in 2004.

The survey is a self-complete web-based (NetCollect) questionnaire hosted on an independent website administered by Hamilton-based Hoare Research Ltd. The instrument is based on the findings of the literature review and focus groups and has been desk-evaluated by Dr. Joce Jesson of the Faculty of Education, University of Auckland.

Appendix 3: Letter to providers and the survey questionnaire



Aotearoa Tertiary Students' Association

Te Whānau Taurua o Aotearoa

PO Box 3332

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Telephone: 04 939 1417

14 March 2005

Provider address

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E-mail Ref:

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The research methodology ensures that the survey sample remains anonymous. At no time will the researchers have data that allows them to match individual students to the information they will provide in the web-based survey. These assurances of anonymity are included in the

'invitation to participate' e-mail letters (example copy attached), and are also summarised in the web-survey. The instrument can be viewed at: http://203.96.212.200/netcollect/elearnerd/content/elearner_1.htm

The survey sample has been randomly selected using National Student Number (NSN) identifiers contained in the April 2004 Single Data Return (SDR) provided to the researchers by the Ministry of Education. The ministry does not hold records of the contact details of students in the SDR. In total there are xxx students selected from [name of provider] in the sample.

Your institution has agreed to arrange delivery of e-mail invitations to the (XXX) University students in the sample. Because the research needs to match respondent data with the educational and demographic information contained in the SDR, each e-mail message is a personalised invitation that contains a unique 'prize draw code'. This will ensure accurate matching of the survey and SDR data, but prevents a mass mail-out: each invitation needs to be e-mailed separately. Instructions to do this are contained in the enclosed CD-Rom. The disk also contains the individualised invitations, filed by NSN.

Should you require assurance of the authenticity and propriety of the survey proposed above, please contact the co-ordinator of the Tertiary e-Learning Research Fund, Dr Emma Madison (emma.madison@minedu.govt.nz; DDI: 04 463 8848). We hope that the support given to the project by Emma and her colleagues will provide further reason for you to extend co-operation and assistance to ATSA for the e-learner support survey.

More information about the 'E-learner Support Project' is readily available from the ATSA researchers, including the reports from phases one and two of the project. Please contact Jane Renwick or Stephen Owen if you require additional information.

We are very grateful for your willingness to assist us. Thank you.

Your sincerely

The E-learner Project Researchers

Jane Renwick research@atsa.org.nz

Stephen Owen atsa@atsa.org.nz

Attached: Example of 'Invitation to participate' e-mail message

Enclosed: CD Rom: ELP [provider name]. Survey instructions & sample.

Appendix 4: Bibliography

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