



**UNISA STUDENT SATISFACTION SURVEY:
WAVE 1 OF 2012**

Commissioned by

**DEPARTMENT OF INSTITUTIONAL
STATISTICS AND ANALYSIS (DISA)**

Compiled by the

BUREAU OF MARKET RESEARCH

College of Economic and Management Sciences



UNISA STUDENT SATISFACTION SURVEY: WAVE I OF 2012

Study commissioned by the

UNIVERSITY OF SOUTH AFRICA

Pro Vice-Chancellor

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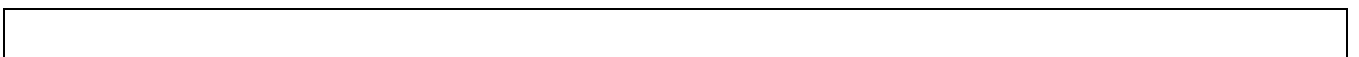
BUREAU OF MARKET RESEARCH

and

DEPARTMENT OF INSTITUTIONAL STATISTICS

UNIVERSITY OF SOUTH AFRICA

Pretoria 2012



ACKNOWLEDGEMENTS

The following people are acknowledged for their support and assistance during the research study:

TECHNICAL COMMITTEE Prof GI Subotzky (Executive Director: DISA)

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INFORMATION AND COMMUNICATION TECHNOLOGY

Student sampling frame: Ms JP du Toit (Production Task Scheduling Officer, ICT)

UNISA STAFF AND STUDENTS

- Unisa staff members providing inputs to the research instrument design
- Unisa students participating in the 2011 Student Satisfaction Survey

CHAPTER 1

RESEARCH OBJECTIVES AND METHODOLOGY

1.1 INTRODUCTION

Conducting of a student satisfaction survey features prominently within the Unisa 2015 Strategic Plan and the 2011-2013 Interim Institutional Operational Plan of Unisa. In fact, Unisa Student Satisfaction Surveys have been conducted since 2005 and have served as a strategic management tool in an attempt to improve student services and experiences within an Open and Distance Learning (ODL) context. This report presents the findings of the first wave of the 2012 Student Satisfaction Survey (USSS) which displays the most contemporary student satisfaction with Unisa in general but more specifically satisfaction with (i) the efficiency of the application and registration process, (ii) student integration and (iii) study facilities.

1.2 AIM OF RESEARCH

The primary aim of the first wave of the 2012 student satisfaction study was to determine student satisfaction with:

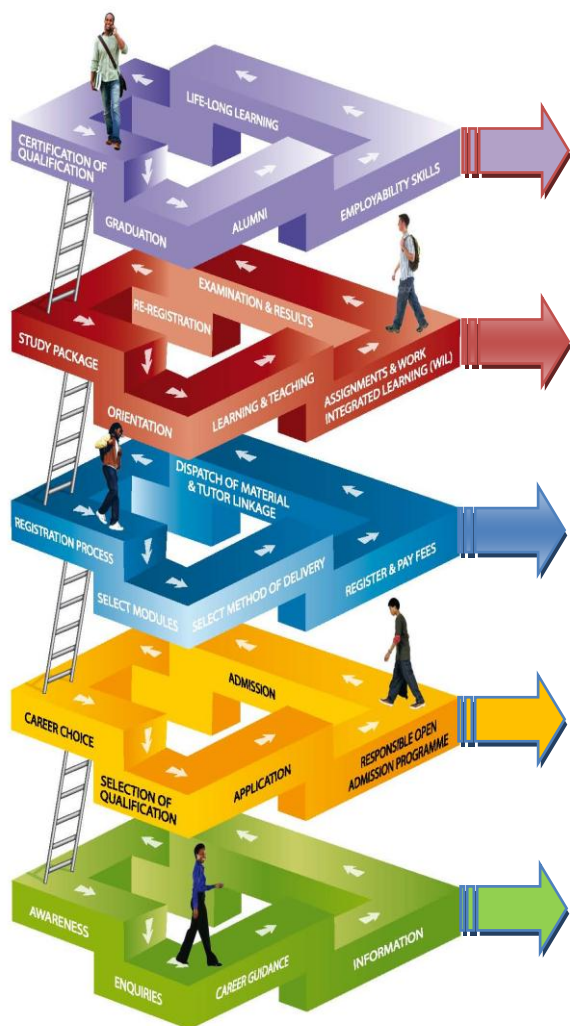
- Unisa as a place to study
- the college and qualification enrolled
- the efficiency with the application and registration process
- student integration into Unisa study environments
- study facilities

Besides these primary objectives, the first wave of the 2012 study also aimed to measure the changes in satisfaction levels of students with Unisa from 2005 to 2012 in respect of the main constructs outlined above. This approach further emphasises the intention of the first wave of the 2012 study to build on the intellectual property generated through similar Unisa student satisfaction surveys since 2005. The first wave of the 2012 study is also regarded as a front runner for

the second wave of the student satisfaction survey to be conducted during the second part of 2012. More specifically, the second wave will focus on additional satisfaction constructs regarded as key parts within the Unisa Student Walk (see exhibit 1.1). These constructs include satisfaction with student support, academic as well as administrative and professional services offered by Unisa. The rationale behind introducing two survey waves for the 2012 study is routed in the structuring of the research model into two separate surveys that are more manageable and require less time from students to participate in the respective surveys.

EXHIBIT 1.1

UNISA STUDENT WALK: WAVE I & II OF 2012 UNISA SSS



WAVE I OF 2012

Focus areas:

- Student support services
- Academic performance
 - Teaching staff performance
 - Course organization
 - Teaching and learning methodology
 - Course assessment and workload
- Administrative services
- Professional services

WAVE II OF 2012

Focus areas:

- Application
- Registration

1.3 RESEARCH DESIGN

Building on the previous Unisa student satisfaction model which was annually adjusted since 2005, the first wave of the 2012 study largely replicated the prototype model. However, as in the past, the satisfaction constructs relevant to the first wave of the 2012 study were revised by involving key informants within Unisa to verify the relevance of the satisfaction items included. This process involved the elimination of less relevant and inclusion of more relevant items to support Unisa's new identity as a dedicated ODL comprehensive service provider. This process resulted in the inclusion of 47 application and registration process service items that formed the core focus of the first wave of the 2012 study. In turn, three general, seven study integration and seven study facility items were included in the first wave of the 2012 study.

As in the past, the first wave of the 2012 Unisa Student Satisfaction Survey followed a self-administrated approach with an electronic and paper-based research instrument used to collect information from students registered for the 2012 calendar year. After inputs from various Unisa business units specifically involved in student application and registration affairs had been received, the paper-based research questionnaire was finalised and printed by Unisa's Production Printers and distributed to students for self-completion via the regional hubs. The wave I questionnaire for the 2012 study was also uploaded electronically to allow students the option to self-complete the Web-based questionnaire online. At different times, Web-survey invitations were sent out and targeted students registering at the end of 2011 and start of 2012. Three email reminders were sent out to encourage participation of students.

To comply with research ethics, the aim and purpose of the study was explained to students in the letter of introduction. Students were also guaranteed strict confidential treatment of information supplied and their rights were respected by allowing them to withdraw during any stage of the survey. As with the previous research questionnaires, the research instrument was also accompanied by a letter

of introduction signed by Unisa's Principal (Prof MS Makhanya) and Pro Vice-Chancellor (Prof N Baijnath) explaining the purpose of the study. Contact details of the Department of Institutional Statistics and Analysis (DISA) for enquiry purposes were also provided in the letter of introduction.

The questionnaire used to collect data for the 2012 first wave survey, is attached as annexure A. The questionnaire design mostly features structured questions with a combination of structured and unstructured responses. In total, 14 structured questions were included with numerous questions including subsections. For all close-ended questions a 7-point Likert scale was used ranging from extremely dissatisfied (bottom scale anchor = 1) to extremely satisfied (top scale anchor = 7). Furthermore, structured (closed-ended) responses mainly comprised multiple-choice and scaled responses. Four open-ended responses were included to allow for follow-up and alternative response options not already included in the responses provided.

1.3.1 *Fieldwork management and administration*

DISA managed and administrated the fieldwork. The 2012 study was officially launched in early 2012 and the fieldwork phase continued up to the end of June 2012 to allow for the collection and retrieval of especially paper-based questionnaires from remote regions. Most Web-based questionnaires were returned during the first month of the survey period. During the fieldwork period, DISA and the BMR handled all enquiries from students. Besides handling enquiries, DISA was also responsible for the administration of all hard-copy questionnaires returned via the Unisa Despatch and Assignment sections as well as directly from regional offices. Once received, the questionnaires were registered and edited for completeness, legibility, comprehensibility, consistency and uniformity.

1.3.2 *Data coding and capturing*

The BMR coded and captured the data for the self-administrated paper-based questionnaire. Once the data were captured electronically, and merged with the Web-based dataset, all data were verified for accuracy. The captured data were finally stored electronically in SPSS format. This analysis tool was used to conduct the analysis contained in this report.

1.4 **DATA ANALYSIS MODEL**

Most data analysis was performed by making use of SPSS and was descriptive in nature. The way in which the research instrument was constructed did not only allow options for descriptive analysis, but also presented an ideal opportunity to construct satisfaction indices for selected constructs that aligns with the analysis approach applied since 2005. The method for computing these satisfaction index scores for the items measured by the first wave of the 2012 study, are explained in more detail in the next section.

1.4.1 **Satisfaction indices**

The results of the first wave of the 2012 Unisa Student Satisfaction Study for all relevant variables were translated into index scores and were compared to the index scores computed for 2005 to 2011. This approach allows for monitoring student satisfaction levels on a continuous basis, the main advantage of which is comparison of index values over time. However, it should be noted that longitudinal analyses for individual satisfaction items were restricted only to those included in the first wave of the 2012 study and which are directly comparable with similar items included in the 2011 study.

The student satisfaction indices for the major satisfaction constructs included in the first wave of the 2012 study is outlined in exhibit 1.2. It should be noted that student responses were converted into indices by multiplying the frequency of the responses with the values as specified in exhibit 1.2.

EXHIBIT 1.2**MULTIPLICATOR VALUE FOR INDICES**

Major satisfaction constructs		Multiplier
General performance	Registration efficiency	
Very good	Very good	100
Good	Good	75
Fair	Fair	50
Poor	Poor	25
Very poor	Very poor	0

Exhibit 1.3 shows that two major indices were calculated for the first wave of the 2012 study. These include a:

- General Unisa Satisfaction Index (GUSI)
- Unisa Registration Efficiency Index (UREI)

Exhibit 1.3 also shows the model constructed for the first wave of the 2012 study by the number of items included for each of the major satisfaction constructs/indices.

EXHIBIT 1.2**CONSTRUCTION OF UNISA STUDENT SATISFACTION INDICES**

MAJOR INDEX	Number of items
GUSI	3
UREI	47

It should be noted that all indices vary between 0 and 100 (see exhibit 1.2). For example, the Unisa Registration Efficiency Index (UREI) would take a value of 100 if all students rate the registration performance of Unisa as very good. On the other hand, it would take a value of 0 if all students rate registration at Unisa as very poor. A value above 50 indicates a positive student satisfaction climate at Unisa on average, while a value below 50 portrays a negative student satisfaction climate at Unisa on average.

As mentioned earlier, the first wave of the 2012 study also measures student satisfaction with student integration and study facilities. Against this background it is important to note that the findings resulting from measuring student satisfaction with these constructs are not analysed in index format. Instead, descriptive analysis is used. The rationale for this approach is that these constructs do not typically portray student service delivery areas but rather peripheral areas impacting on students' personal and learning environments. By adding these constructs, the research further investigated the extent to which students manage to balance their personal and study life and how this impacts on their learning environment.

Finally, for comparative analysis purposes, the descriptive statistics for the application and registration variables are also presented in annexure B which displays the average rating scores for the single item variables used to measure student satisfaction with registration efficiency. These analysis are also presented to complement the index analysis presented on student satisfaction with Unisa's registration efficiency.

1.5 **CONCLUDING REMARKS**

This chapter discussed the aims of the first wave of the 2012 USSS study and the methodology applied to collect information from a sample of Unisa students. The research model was designed to allow for the construction of various satisfaction indices reflecting the relative level of student satisfaction with Unisa in general and more specifically the student application and registration process, student integration and study facilities. The first wave of the 2012 survey results are analysed and interpreted in chapter 2. The chapter also presents some comparative analysis with the major relevant satisfaction constructs also included in the research outcomes of previous years (2005 – 2011). Chapter 3 provides a summary of the research results together with a number of recommendations.

CHAPTER 2

ANALYSIS AND INTERPRETATION OF THE RESEARCH RESULTS

2.1 INTRODUCTION

This chapter discusses the outcome of the first wave of the 2012 Unisa student satisfaction study. Where possible, the 2012 study results are also compared with the 2005 to 2011 studies. However, as mentioned, the longitudinal analysis is limited to comparable satisfaction constructs due to changes in the research instrument over time.

2.2 PARTICIPATING STUDENT PROFILE

The first wave of the 2012 survey included 2 075 under/postgraduate and full/part time Unisa students distributed across different colleges. The student participation in the first wave of the 2012 study is largely similar to the number of students participating in 2011, when 2 027 students took part in the survey. Of those students who participated in the first wave of the 2012 study, seven out of every 10 (70.8%) indicated that they have been studying at Unisa without interrupting their studies. Of these, just more than a third (38.4%) are studying without interruptions for one year or less, while 15.9% and 16.6% have been studying at Unisa for two to three and more than three years respectively without interrupting their studies. The majority of participating students who provided information for the college in which they are primarily enrolled for the 2012 academic year, were from the College of Law (32.9%) and the College of Economic and Management Sciences (25.7%). Approximately one in five participating students (23.0%) were from the College of Human Sciences, while the remainder were from the College of Science, Engineering and Technology (8.6%), College of Education (6.7%) and the College of Agriculture and Environmental Sciences (3.0%). These statistics suggests that the realised sample for the first wave of the 2012 survey is largely disproportionate at college level. For analysis purposes by college level an unweighted approach was used to present the results in annexure format at the end of the report (see annexure C). Readers are cautioned not to generalise these analysis especially regarding colleges with low participation rates in particular.

To further contextualise the findings of the first wave of the 2012 study, it should be noted that 94.0% of participating students who stated their study level were undergraduate while 6.0% indicated that they are enrolled for their postgraduate studies in 2012. Finally, two-thirds (67.6%) of participating students who stated their registration status, are studying part-time.

Additional analysis of the surveyed population also show that 71.3% of students could be regarded as loyal students being defined as those who prefer to remain studying at Unisa in the near future.

Finally, following concerns from Unisa regions that the annual USSS does not capture regional analysis, the first wave of the 2012 study also requested from students who registered in person (54.8%) to indicate the regional office where they registered in 2012. When analysing the regional profile of the students who registered in person, it is clear that almost two-thirds (65.1%) of the participating students have registered in person at any of the Gauteng regional offices (Muckleneuk, Sunnyside hub, Ekurhuleni service centre, Florida service centre, Johannesburg service centre, Vaal Triangle agency and Unisa SBL). Furthermore, 12.6% and 11.5% of the participating students who stated the regional offices where they registered in person, registered within the Limpopo and Midlands regions. A further 6.4% of participating students registered in person in the Eastern Cape region. The lowest proportion of participating students registered in the Western Cape (2.2%), KwaZulu-Natal (1.4%) and Mpumalanga (0.5%) regions. The latter participation rates were very low as is the case for International students registering abroad (0.3%). Due to low participation numbers across region, any regional analysis is kept to the bare minimum and displayed in the annexure sections of the report (see annexure C). The regional analysis for the KwaZulu-Natal, Western Cape and Mpumalanga regions are not reflected due to too low participation rates in these regions. Readers are cautioned not to generalise regarding the regional analysis, especially regions with showed low survey participation rates.

2.3 GENERAL SATISFACTION

To gain a general understanding of student satisfaction, the research questionnaire for the first wave of the 2012 study was firstly designed to establish the changed perceptions in quality of Unisa's products and services among students who have been studying at Unisa for more than one year. It is clear from the outcome of the survey that approximately half of the students (51.7%) who have studied at Unisa for more than one year, have experienced an improvement in the quality of Unisa's products and services. In turn, approximately a third of Unisa students who have studied at Unisa for more than one year have experienced a decline (20.4%) or no change (14.3%) in service quality. Also, one in every 10 students (9.1%) indicated that they are uncertain whether the quality of Unisa's products and services has changed. This finding bodes positive if compared to the 2011 study where only 38% of students experienced an improvement in the quality of Unisa's products and services.

The major reasons cited by students who indicated that the situation at Unisa has deteriorated during the last 12 months (20.4%) are as follows:

- Registration and information desk staff are misinformed, badly trained and incompetent
- Students appointed at contact service centre are inexperienced
- Security staff are badly trained
- Long queues during registration periods
- Study material cannot be collected on campus and postal system used causes delays and loss of study material due to incorrect address deliveries
- Study material received are incomplete or never received which impact negatively on on-time submission of first assignments
- Courier services do not notify students on delivery of study material
- Online assignment submission system often offline
- Automated student enquiry system is impersonal

- Unisa faces institutionalised helplessness - impossible to reach anyone at Unisa and if succeeding to reach someone many are helpless and/or can't assist.
- Closure of call centre limits personal contact and results in queries taking longer to be addressed via the email/SMS system
- Difficulty in accessing Unisa email accounts
- Frequent problems with email accounts
- Slow, no or limited response from administrative and academic staff to email and SMS enquiries
- Poor administration assistance and incompetent staff to handle enquiries
- Ablution facilities not clean and unhealthy
- No cash payments allowed
- Students not informed about changes in Unisa's bank details
- Expensive tuition fees for Africa-country students
- No study groups for international students. Unisa no longer provide details of students to form study groups
- Continued rise in foreign levies
- Change of module codes due to new PQM causes confusion and contains many errors
- Annual curriculum changes delay student progress
- Changes in degree requirements change without clear guidelines
- Some Unisa qualifications are regarded as inferior and worthless by industry
- Quality of qualifications at Unisa has deteriorated
- Some study guides contain too many errors, inconsistencies and are outdated
- Some regions lack access to Internet and computer labs (especially during lunch time)
- Assignments not returned promptly which impact negatively on student examination preparation
- Unisa library policies has become cumbersome and incapacitating to students
- Library loan request are processed too slow and posting of books are delayed

- Translation of examination papers result in many inconsistencies and mistakes
- Lack of lecturer availability

Overall, it seems that disillusioned students (those who indicated that the situation at Unisa has deteriorated) had several negative encounters with especially the introduction of the electronic communication systems (email/SMS system) that replaced the personal communication system (Call Centre). Students are most annoyed by the lack of responsiveness to email/SMS enquiries. Further pertinent problems faced by students include the failure of information technology system during the submission of assignments. Concerning, many students refer to the 'institutionalised helplessness' of Unisa with specific reference to insufficient human resources being available to manage a big institution like Unisa and many staff being unable to think independently and make discretionary decisions based on a specific situation faced. In some cases students voiced their concerns of Unisa becoming a business rather than educational institution. Also, some students raised concern about the drop in the quality of Unisa qualifications end education.

In addition, to establish the general satisfaction levels of students with Unisa, students were also requested to indicate where they would prefer to study at Unisa, should they have a choice. In this regard 71.3% of the participating students indicated that they would prefer to study at Unisa, should they have a choice. This figure is somewhat higher than the 62.5% of students who participated in the 2011 study. For the first wave of the 2012 study, almost one in every five students (18.0%) indicated that they would instead of Unisa choose a contact education institution while only 3.8% will choose another ODL institution. Less than 10% of participating students (6.9%) remained uncertain about where they would prefer to study.

The main concerns of those students who indicated in 2012 (24.6 %) that they would consider another tertiary education or contact institution, are summarised as follows:

- Students find it difficult to cope with distance education
- Contact institutions require less self-discipline and time management and does not require studying at own pace as is the case at Unisa
- Difficult to study in second language
- Can't afford a tutor
- Prefer to work in study groups (knowledge sharing and socialising)
- Contact institutions allow students to take extra subjects
- Contact institutions make it easier to order library books while Unisa's library loan requests are processed too slowly
- Contact institutions are more conducive to practical subjects
- Studies can be completed faster at contact institutions
- Other institutes are anticipated to provide better administrative support services and professionalism. Students question the competence of Unisa administrative staff, in particular.
- Unisa's communication systems have become impersonal - No central call system to allow for student enquiries to be dealt with in person
- Unisa communication systems (email/SMS) are poor
- Unisa slow to respond to email enquiries
- Unisa showcases poor customer relations towards students
- Unisa lack professional staff
- Personal interaction with lecturers on a daily basis is preferred as that makes learning easier
- Unavailability of Unisa tutors and lecturers
- Lack of experienced tutors and lecturers at Unisa
- Unisa academic department are not the world leaders in their field
- Time periods between feedback on assignments and examinations are too short

- Unisa offers workshops during the week that does not suit employed students
- Unisa presents classes mainly in Gauteng
- Unisa learning material is inadequate and assessment instruments are poor
- Time period between actual and supplementary examinations is too long
- Unisa standards and quality of academic products and reputations are deteriorating
- Unisa's despatch services are insufficient and results in study material arriving late
- NSFAS applications take too long
- Unisa's study costs include many hidden costs
- Unisa's student support services are poor
- Students from remote areas in particular find it difficult to cope with the information technology demands of Unisa

It is important to note that the student responses mentioned for preference for other distance education or contact institutions closely aligns with the reasons why students feel that the quality of products and services at Unisa has deteriorated. Consequently it is recommended that these student concerns be considered and addressed by Unisa to improve future student satisfaction levels.

2.4 **STUDENT SATISFACTION INDICES**

Most of the questions and responses contained in the first wave of the 2012 student satisfaction research questionnaire were designed to construct the General Unisa (GUSI) and Unisa registration efficiency (UREI) satisfaction indices (see section 1.4.1). The outcome of this part of the first wave of the 2012 study is discussed in this section. The method followed to compute the mentioned satisfaction indices was explained in chapter 1. The discussion that follows, deals with the computation of these satisfaction indices that was computed for each research variable measured in the 2012 questionnaire in terms of students' satisfaction. The satisfaction research variables measured in the first wave of the 2012 study included the following:

- General assessment variables related to Unisa as a place to study, the Unisa colleges and the qualification enrolled for (see question 5 of the research questionnaire attached as annexure A). The three research items were measured in terms of satisfaction and finally used as input for constructing a **General Unisa Satisfaction Index (GUSI)**.
- Assessment variables related to the Unisa registration process. In total, 47 research variables were included (see question 12 of the research questionnaire attached as annexure A). These items were measured in terms of satisfaction and finally used as input in constructing a **Unisa Registration Efficiency Index (UREI)**.

The manner in which the relevant satisfaction indices were computed is discussed below.

2.4.1 **General Unisa Satisfaction Index (GUSI)**

To determine participating students' perceptions and experience of Unisa as tertiary distance education institution, the first wave of the 2012 research survey measured satisfaction levels of students regarding Unisa as a place to study, the college with which they enrolled in 2012 as well as the qualification for which they were enrolled in 2012 (see question 5 in questionnaire). This question allowed for a general perception of Unisa and was not as specific as questions concerning other research variables (application and registration, student integration and study facilities) measured in latter parts of the questionnaire. However, the way in which these questions were designed at least allowed for the calculation of a satisfaction index for each of the mentioned research variables. The outcome of the research result in terms of general satisfaction with Unisa is reflected in table 2.1.

TABLE 2.1

GENERAL UNISA SATISFACTION INDEX (GUSI), 2005-2012

Research variable	2005	2006	2007	2008	2009	2010	2011	2012
	Index	Index	Index	Index	Index	Index	Index	Index
Unisa as a whole	76.86	62.33	72.58	70.37	62.47	63.61	63.01	63.08
Unisa college	75.22	61.40	71.5	69.77	61.61	63.02	64.38	63.62
Unisa qualification	76.86	63.38	75.19	74.91	67.43	66.71	68.11	68.27
(GUSI)	76.31	62.37	73.09	71.68	63.84	64.45	65.17	64.99

Table 2.1(a) shows a decline in the satisfaction index from 2005 to 2006 whereafter the index virtually returns to 2005 levels in 2007. In 2008, the GUSI index drops again by approximately two percentage points. A further drop of almost eight index points occurred in 2009 (GUSI = 63.84). In 2010 and 2011, GUSI increased to 64.45 and 65.17 index points respectively. The GUSI further dropped marginally in 2012.

For longitudinal interpretation purposes figure 2.1 uses colour coding to record the magnitude of and changes in the GUSI index. For index values between 50.00 and 59.99 index points, red colour coding is used while yellow and green colour coding denote index values between 60.00 and 69.99 (yellow) and above 70.00 (green) respectively. This colour coding analysis is applied throughout the report. Against this background, figure 2.2 presents a longitudinal analysis of the GUSI from 2005 to 2012.

FIGURE 2.1

GENERAL UNISA SATISFACTION INDEX (GUSI), 2005 - 2012

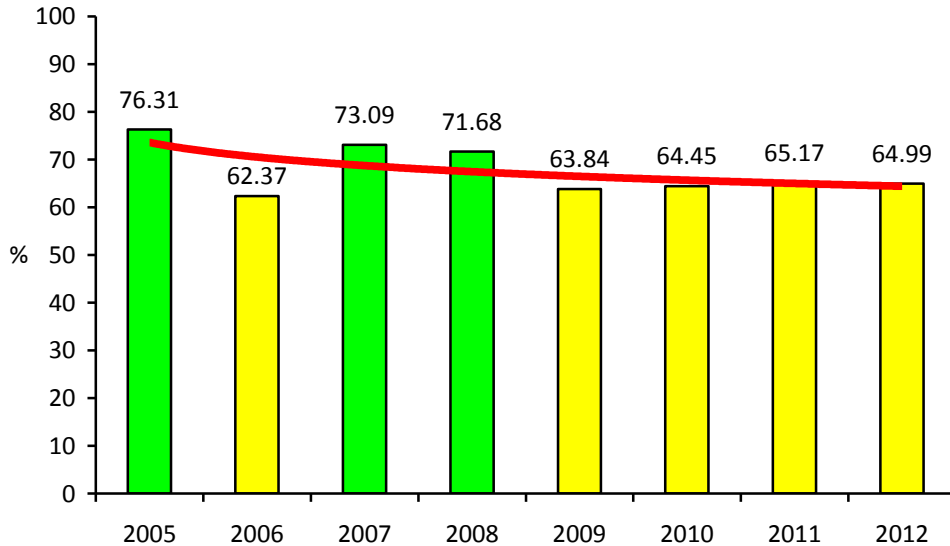


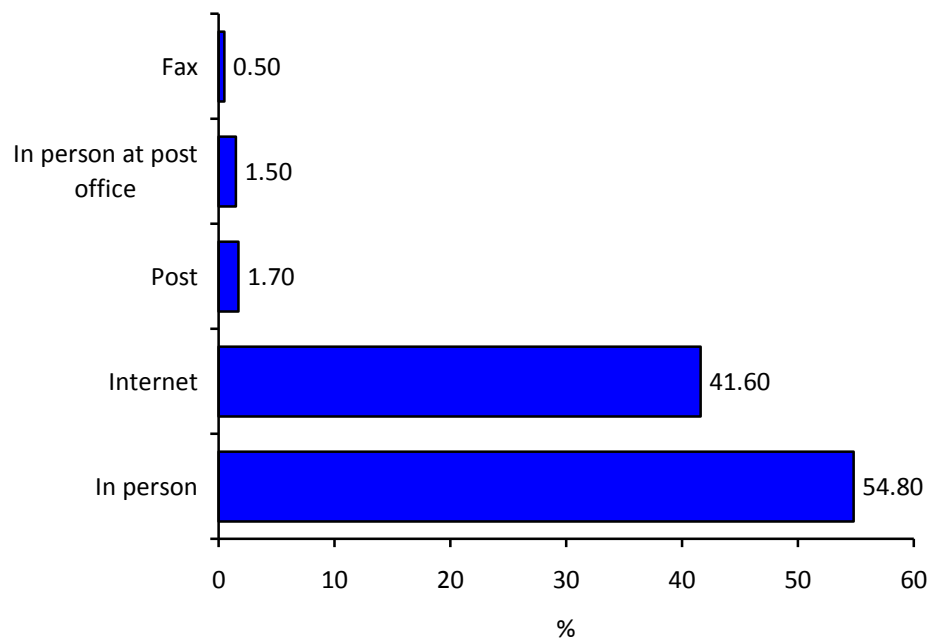
Figure 2.1 shows a gradual drop in GUSI up to 2009. Hereafter GUSI showed a slight improvement of 0.51 index points between 2009 and 2010 and a further 0.72 index points between 2010 and 2011. GUSI improved slightly to just above 65 index points in 2011 and almost remained at the same level in 2012. For practical purposes, the 2010 to 2012 scores can be considered to be similar.

2.4.2 Unisa Registration Efficiency Index (UREI)

Prior to discussing the satisfaction ratings of the students who participated in the first wave of the 2012 study regarding registration efficiency, the various forms of registration used by students are first analysed (see question 10 in questionnaire). Figure 2.2 shows the proportion of students by method of registration.

FIGURE 2.2

PERCENTAGE OF STUDENTS BY METHOD OF REGISTRATION, 2012



It is clear from figure 2.2 that just more than half the participating students (54.8%) registered in person at a Unisa office using the self-help facility in 2012. Approximately four in every ten participating students (41.6%) indicated that they registered online in 2012.

Besides recording the format of the registration process as experienced by students, the questionnaire also allowed for an assessment of the registration process at Unisa (question 12). To measure the satisfaction level regarding the various research variables used to assess the efficiency of the registration process, a satisfaction index was computed for each of the variables. The 47 specific registration efficiency satisfaction variables (see question 12 of questionnaire, attached as annexure A) included in the research questionnaire are:

Awareness process

- Clear information on what it means to be an open distance learning student
- Clear information and support on how to select a career
- Clear information and support on how to select a qualification

Application process

- Clear information on the application process in the my Choice @ Unisa brochure, Website, mobisite and CD
- Quality of service in handling of enquiries about studying at Unisa
- Clear information on the application process and dates
- Clarity of the application process
- Efficiency of application process
- Ease of completion of the 'Application to Study' form
- Ease of the matriculation exemption process
- Clarity of cancellation application form

Registration process

- Clear information on the registration process in the my Registration @ Unisa brochure Website, mobisite and CD
- Clear information on study fees and initial payments
- Clear information on how to pay study fees
- Clarity on completion of application for exemption/ recognition/ credit for subjects passed at other tertiary education institutions
- Information and availability of examination timetables
- Clear information and availability on information about examination centre location where you will write your examinations in 2012
- Registration facilities
- Parking
- Security
- Flexibility of registration dates
- General organisation of the registration process
- Assistance and guidance from Ask Me staff
- Efficiency of self-help registration facility
- Efficiency of student advisors
- Quality of curricula advice

- Course (module) exemptions
- Assistance for persons with disabilities
- Coursework Masters registration process
- Research Masters & Doctoral registration process
- Clarity of cancellation application form

Study process

- Clear and adequate information on study process in the my Studies @ Unisa brochure Website, mobisite and CD
- Clear understanding of how the study process works
- Quality of study guides
- Clear information in tutorial letters
- Level of academic support
- Level of support from the Learning Centre

Financial matters

- Financial support services (eg NSFAS, other bursaries,Eduloan)
- Cashiers
- Clarity on financial cancellations
- Efficiency of student account queries

Despatch of study material

- Unisa Toasters (machines located at Registrations on which your study material can be downloaded to a CD)
- Quality of printed materials received
- Study guides received
- Tutorial letters received
- Mark-reading sheets received

2.4.2.1 Satisfaction indices for Unisa registration variables

The satisfaction indices for the 47 Unisa registration variables are reflected in table 2.2. The mean of these indices represents the Unisa Registration Efficiency Index (UREI) shown at the bottom of table 2.2. Due to too many changes in the composition of UREI since 2005, the satisfaction indices are only indicated for 2011 and the first wave of the 2012 study for each satisfaction variable separately. In this regard it is important to note that 2011 items, not directly comparable with the 2012 study, were excluded from the 2012 analysis. Table 2.2 also uses colour coding to record the magnitude of the index values for each of the selected variables. For all index values between 50.00 and 59.99 index points, red colour coding is used while yellow and green colour coding denote index values between 60.00 and 69.99 (yellow) and above 70.00 (green) respectively.

TABLE 2.2
UNISA REGISTRATION EFFICIENCY INDEX AND SUBINDICES, 2011 & 2012

Research variable	n (2012)	2012	2011
		Mean	Mean
Awareness process		64.40	
Clear information on what it means to be an open distance learning student	1 682	69.11	68.73
Clear information and support on how to select a career	1 599	61.96	60.72
Clear information and support on how to select a qualification	1 601	62.12	61.30
Application process		66.44	
Clear information on the application process in the my Choice @ Unisa brochure, website, mobisite and CD	1 578	68.71	67.04
Quality of service in handling of enquiries about studying at Unisa	1 610	59.18	58.81
Clear information on the application process and dates	1 615	68.54	66.79
Clarity of application process	1 611	67.18	66.43
Efficiency of application process	1 587	66.98	65.16
Ease of completion of the 'Application to Study' form	1 535	70.11	69.90
Ease of the matriculation exemption process	1 243	66.01	65.44
Clarity of cancellation application form	1 252	64.82	

TABLE 2.2 (continued)

Registration process	n (2012)	65.43	
Clear information on the registration process in the my Registration @ Unisa brochure website, mobisite and CD	1587	69.72	69.13
Clear information on study fees and initial payments	1632	71.91	70.61
Clear information on how to pay study fees	1603	73.10	72.77
Clarity on completion of application for exemption/ recognition/ credit for subjects passed at other tertiary education institutions	1423	63.77	62.93
Information and availability of examination timetables	1596	73.40	72.50
Clear information and availability on information about examination centre location where you will write your examinations in 2012	1585	74.10	73.57
Registration facilities	1510	68.54	68.55
Parking	1289	59.97	55.48
Security	1379	64.99	60.69
Flexibility of registration dates	1531	66.54	63.08
General organisation of the registration process	1537	65.60	64.59
Efficiency of 'Check Point'	1322	63.11	61.97
Assistance and guidance from Ask Me staff	1350	62.63	60.83
Efficiency of self-help registration facility	1386	65.78	66.13
Efficiency of student advisors	1327	59.23	58.65
Quality of curricula advice	1346	59.68	59.51
Course (module) exemptions	1257	60.26	58.46
Assistance for persons with disabilities	818	64.43	63.34
Coursework Masters registration process	68	56.99	
Research Masters & Doctoral registration process	69	63.04	
Clarity of cancellation application form	990	64.24	61.79
Study process		67.18	
Clear and adequate information on study process in the my Studies @ Unisa brochure website, mobisite and CD	1495	68.70	67.82
Clear understanding of how the study process works	1576	69.34	68.15
Quality of Study Guides	1594	69.28	67.98
Clear information in the Tutorial letters	1598	71.53	69.29
Level of academic support	1539	62.65	59.97
Level of support from the Learning Centre	1337	61.57	57.83
Financial matters		61.25	
Financial supports services (eg NSFAS, other bursaries,Eduloan)	929	59.63	58.81
Cashiers	1138	63.31	62.69
Clarity on financial cancelations	1105	60.00	58.76
Efficiency of student account queries	1294	62.06	62.78

TABLE 2.2 (continued)

Despatch of study material	n (2012)	71.47	
Unisa Toasters (machines located at Registrations on which your study material can be downloaded to a CD)	1135	64.54	67.88
Quality of printed materials received	1574	73.32	73.17
Study guides received	1594	72.65	73.5
Tutorial letters received	1596	72.57	72.35
Mark-reading sheets received	1520	74.26	72.33
Average: Unisa Registration Efficiency		66.98	65.14

A closer analysis of the data reflected in table 2.2 shows that six of the 2012 registration variables (12.8%) grouped among the 'below average' index score of 60 points (2011 = nine variables). These include the coursework masters registration process; quality of service in handling of enquiries about studying at Unisa; efficiency of student advisors; financial supports services (eg NSFAS, other bursaries, Eduloan); quality of curricula advice; and parking.

Concerning from this analysis is that five of these variables (coursework masters registration process not measured separately in 2011) were also classified as 'below average' service items during the 2011 study. However, on a positive note, the average score of the five comparable items marginally improved since 2011. Further positive developments since 2011 are the improvement in the satisfaction ratings for the ease of completing the 'Application to Study' form and the clarity of information in the Tutorial letters. Both these items moved from 'average' to 'most satisfactory' since 2011. In fact, 66.0% of the 2012 registration variables scored 'satisfactorily'. Furthermore, students seemed most satisfied with 21.3% of the registration variables measured by the first wave of the 2012 study. The ten items recording the highest satisfaction scores included the following:

- Mark-reading sheets receive
- Clear information and availability on information about examination centre location where examination was written in 2012

- Information and availability of examination timetables
- Quality of printed materials received
- Clear information on how to pay study fees
- Study guides received
- Tutorial letters received
- Clear information on study fees and initial payments
- Clear information in the Tutorial letters
- Ease of completion of the 'Application to Study' form

To gain some insight into the changes in the UREI over time, figure 2.3 presents a longitudinal analysis of the registration efficiency index scores from 2005 to 2012.

FIGURE 2.3

UNISA REGISTRATION EFFICIENCY INDEX (UREI), 2005 - 2012

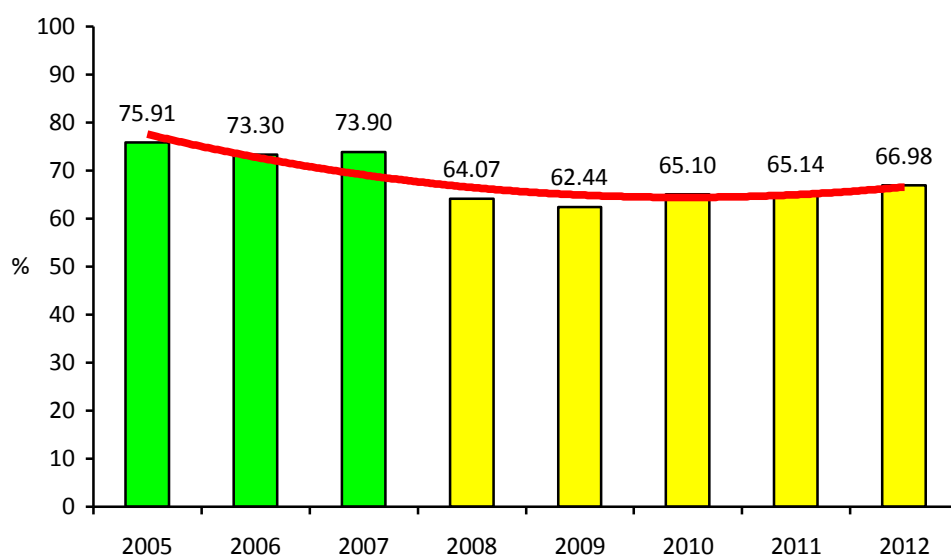


Figure 2.3 shows a gradual drop in UREI from 2005 to 2009. Since 2009, student satisfaction with registration at Unisa increased gradually with the highest score recorded for 2012 since 2008.

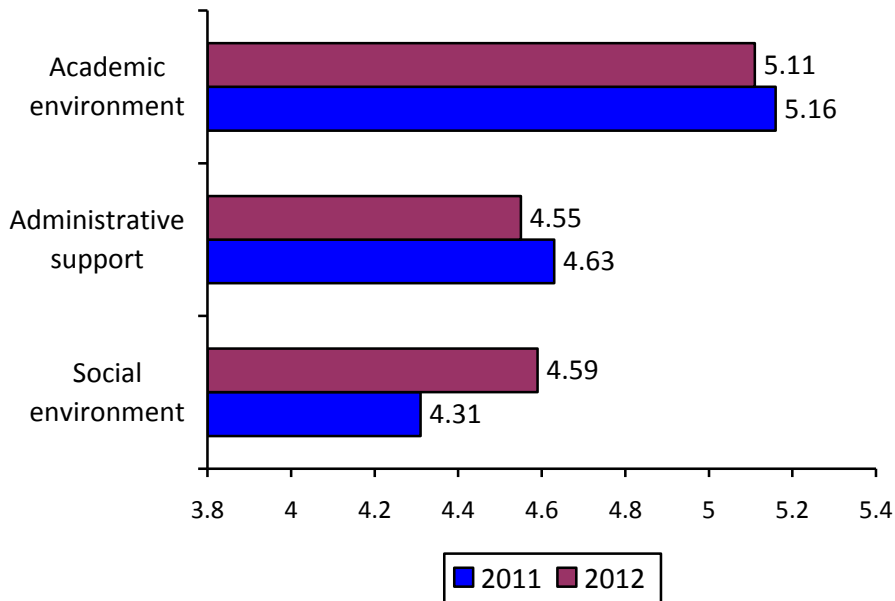
As indicated earlier, some descriptive statistics for the average satisfaction scores for the 47 application and registration items included in the 2012 study are presented in annexure B. These analysis are presented to further supplement the analysis followed by the index method. However, the descriptive analysis used to depict the average (mean) scores for the student satisfaction with the individual variables largely ignore the frequency (number of observations) and relative importance of ratings. For example, if most of the observations (number of students for each rating score) group towards the lower end of the scale (ratings of 1, and 3 on the 7-point ratings scale), the average rating score will be higher than the rating scores of mostly (mode) dissatisfied respondents (positively skewed distribution). In turn, if the majority of rating scores are grouped towards the higher end of the scale (ratings scores of 5, 6 and 7), the average rating score will be lower than the ratings scores of mostly satisfied respondents (negatively skewed distribution). To correct for such imbalances, the index method is regarded as a more accurate method as it also takes into account the frequency and relative importance of each rating (observations) separately. The index analysis method is therefore ideal and also preferred to conduct relative (rankings of the rated index scores to obtain the relative importance of each satisfaction item) and longitudinal analysis as presented in this section.

2.5 SATISFACTION WITH STUDENT INTEGRATION

Besides measuring satisfaction with registration, the study was also designed to measure students' satisfaction with integration into the Unisa academic, administrative and social environments. This is extremely important to ensure retention and success on an ODL environment. The outcome of these research findings is described in figure 2.4.

FIGURE 2.4

SATISFACTION WITH INTEGRATION INTO UNISA, 2011 and 2012
 (Scale anchors: 1 = extremely dissatisfied, 7 = extremely satisfied)



A closer analysis of the data related to students' satisfaction levels with integration into Unisa's academic, administration and social environments shows that 2012 students are generally less satisfied with their integration into the administrative support and social environments. (This trend is similar to that of the 2009 to 2011 studies) In fact, in 2012 there were only 25.3% of respondents providing a lower rating score than 5 on the 7-point scale for their satisfaction with integration into the academic environment while approximately a third (41.6%) provided a lower rating score than 5 on integration into the administrative environment of Unisa. The corresponding figure for satisfaction with integration into the social environment is 43.2%.

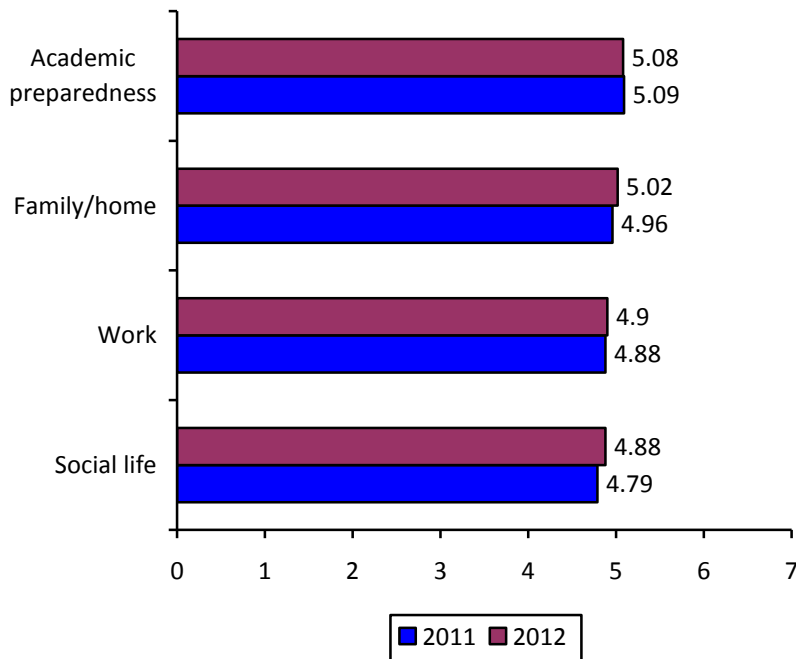
As a follow-up question on the levels of satisfaction regarding integration into Unisa's structures, Unisa students were also requested to rate their satisfaction with the degree to which they succeeded in integrating their studies with each of the following factors:

- Academic background
- Work
- Family/home
- Social life

The outcome of this research finding is presented in figure 2.5.

FIGURE 2.5

LEVEL OF SATISFACTION WITH DEGREE TO WHICH STUDENTS SUCCEEDED IN INTEGRATING THEIR STUDIES BY SELECTED FACTOR, 2011 & 2012
(Scale anchors: 1 = extremely dissatisfied, 7 = extremely satisfied)



It is clear from figure 2.5 that students show fairly high levels of confidence in integrating their studies with their academic background. Figure 2.5 also shows that students are fairly confident in integrating their studies with their work, family/home and social life. (This finding corresponds to the 2009 to 2012 studies.) In fact, of those 2012 students who responded to this question, at least two-thirds of students indicated that they are satisfied (rating of 5 or above in the 7-point scale) with the degree to which they have succeeded in integrating their studies with their work, family/home and social life.

To gain a better understanding from students on how Unisa could support them to integrate studies and personal factors, an open-ended response was included. Major responses are summarised in exhibit 2.1.

EXHIBIT 2.1

SUGGESTED IMPROVED SUPPORT FROM UNISA TO INTEGRATE STUDIES AND PERSONAL FACTORS

Subcategory	Suggestions
Discussion/tutorial classes	<ul style="list-style-type: none"> • At least one class per semester course during weekends and/or evenings • More active tutorial classes in all regions • Offer classes in all and not only main centres • Inform students early on dates for tutorial classes • Schedule discussion class time for after-hours • More practical workshops • Provide lecturer notes used during discussion classes to all students including non-attendants • Schedule discussion classes not too close to examination • Week-long study schools
Lecturer/tutor	<ul style="list-style-type: none"> • Lecturers should be available at all time and not only up to 13:00. • More interaction with lecturers/tutors • Improve service standards on promptness and efficiency of student feedback • Increase weight of assignment for year mark • Introduce class test of which results should contribute to year mark • Activate 'out-of-office' notification on computer when not in office • Prescribe online textbooks • Faster turnaround time for marking assignments • Expand submission dates between assignments • More realistic time management plan/schedule currently requiring more notional hours than indicated in study guides and tutorials
Tuition and learning	<ul style="list-style-type: none"> • Introduce compulsory computer literacy course for all first-year students • Introduce orientation course to manage study and personal life • Learning in own language
Student support	<ul style="list-style-type: none"> • Provide student advice on reasonable number of modules to register for
Library	<ul style="list-style-type: none"> • Make prescribed textbooks available in library • Make more computers available to gain access to the Internet • Regional libraries • Better inform students on e-resources (online books and publications) • Improve online library services • Extended after-hour library service • Open library computer labs for longer hours including Sundays • Equip Kenya library with more books relevant to courses offered by Unisa

cont...

EXHIBIT 2.1 (continued)

Subcategory	Suggestions
Examinations	<ul style="list-style-type: none"> • Provide past examination papers to prepare for examination • Return marked examination papers to students
Study material/assignments	<ul style="list-style-type: none"> • Despatch all study material simultaneously
Support/study group	<ul style="list-style-type: none"> • Assist in setting up study groups • Assist students with time and stress management
ICT	<ul style="list-style-type: none"> • On campus access to computers and wireless Internet • More satellite broadcasts • Skype contact with tutors/lecturers • Introduce lecturer chat-rooms on Unisa portal for students to have live chats with lecturers • Prevent Website failures at all cost • Computer labs at learning centres • More DVDs or videos of tutorial classes and satellite broadcasts • Free Internet services • Improve assistance with online trouble shooting • Introduce cyber education where DVD lecture could be uploaded on a Unisa Web and then downloaded by students at convenient times • All Unisa centres should have electronic student cards • Podcast for all modules • Post tutorials online • Radio broadcasting of lecturers • Satellite broadcasting of lecturers • Use online blogs (see studynoteswiki Web site) for discussion problems and lecturer assistance/advice
Human resources / staff	<ul style="list-style-type: none"> • Appointment of lecturers in regions • Improve attitude of tutors • More attentiveness of registration staff required during registration period • Arrange for skeleton staff during December and when lecturers are on leave • Appoint qualified and experienced career guidance consultants • Student advisors should be better qualified
Marketing	<ul style="list-style-type: none"> • Improve marketing on available student funding options
Administration	<ul style="list-style-type: none"> • Improve administration system to promptly and effectively deal with student enquiries and complaints • Improve skills of staff dealing with student queries • Improve services for students with disabilities • Inconsistent answers provide to students • Improve feedback on student enquiries on eg Mylife email account, student/library card etc • Email feedback do not relate to the actual enquiry and include computer generated answers • Provide study material well in advance • Subject advisors during registration must have all information • Unisa should stock all prescribed textbook and dispatch these as part of study material
Student communication	<ul style="list-style-type: none"> • Improve communication system (ie reintroduce telephonic communication system (Call Centre) to be managed by competent staff or improve efficiency of communication system as current email/SMS system is ineffective) • Improve cellphone/mobile communication with students

EXHIBIT 2.1 (continued)

Subcategory	Suggestions
Infrastructure and transport	<ul style="list-style-type: none"> • Busses to transport students between Johannesburg and Pretoria and for examination purposes • More centres in remote areas • Create engineering training centres • Design efficient Administration Centre at Protea Park Examination Centre in Port Elizabeth which will benefit all South Coast students • Open Unisa Centre in Klerksdorp, Kuruman & Lepalala and improve Vaal Centre • Study hall for students
General	<ul style="list-style-type: none"> • A life guidance facility to do life coaching • Counselling services should also be available over weekends • Student accommodation • Students should take own responsibility to integrate personal and study life • Students need to discipline themselves better and take responsibility for studies • Assisting in getting work integrated learning opportunities in industry • More fieldtrips to experience world of working • Organise annual student/lecturer conference • Extend Unisa office hours over weekends to accommodate working and international students • Student gymnasium, sport and entertainment (eg student concerts, social clubs (ie chess) etc) • Unisa with help of government should set up incentives to reward employers who enroll students to study

It was clear from the open-ended responses that the host of students opted for more personal interaction with lecturers and tutors. Students frequently mentioned more lectures, tutorials and discussion classes. Although these suggestions largely relate to full-time students, support for lecturer/tutor contact after-hours and over weekends will probably also suit the needs of part-time working students. Group work and establishing study groups also featured prominently among students. It was also interesting to note students' views related to ICT support. In this regard student showed some interest on introductory course in information technology, especially targeted at first-time registration students. Cyber education with skype, chat rooms, Podcasts and education portals to download or read study material at own time were among the innovative ways of improving online education practices in particular. From an IT perspective, the Unisa Library is also regarded as an underperformer insofar as online services are concerned. According to participating students, the library must also consider option of storing prescribed textbooks and e-books. Regarding the latter, lecturers were also encouraged to consider prescribing only e-books. Should lecturers use hard-copy prescribed books, students are also

supportive of the idea that all prescribed textbooks be stored at Unisa and despatched as part of the entire study material package. Once again, students' concerns regarding the promptness and efficiency in handling of student enquiries and complaints via email/SMS featured prominently. These concerns creates an impression among students that Unisa largely lack responsiveness, service standards and commitments when handling student enquiries and complaints.

2.6 SATISFACTION WITH STUDENT FACILITIES

Besides measuring student satisfaction with Unisa's library, learning centre and regional offices, students were also requested to rate their satisfaction with the following non-Unisa study facilities:

- Home
- Work
- Public/private library
- Community Centre

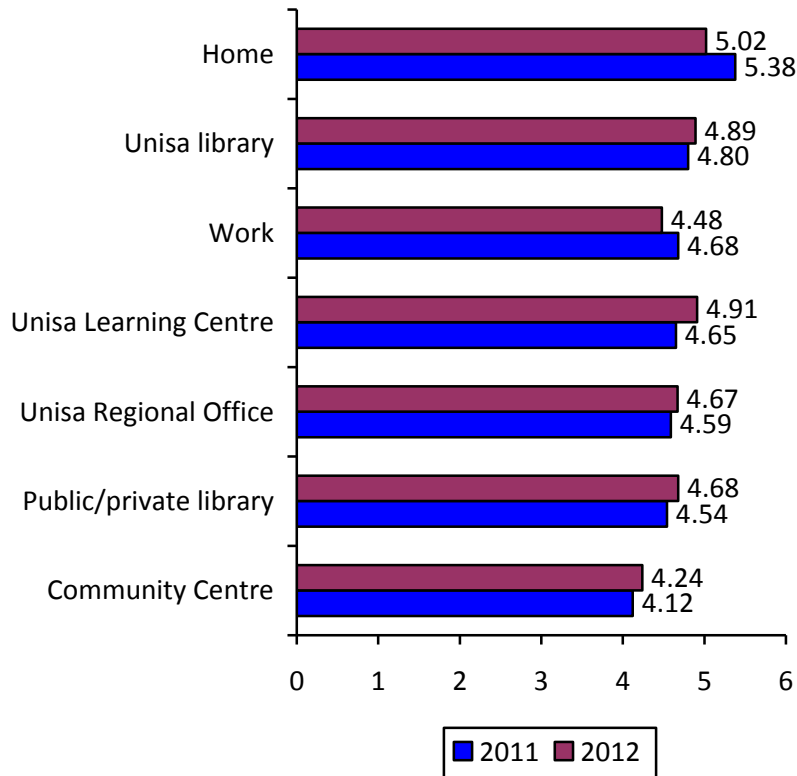
The outcome of the average satisfaction rating score of participating students is reflected in figure 2.6. A closer analysis of the 2012 data shows that 70.3% of participating students rated their home study facilities as satisfactory (rating of above 4). Corresponding figures for public/private library and community centre study facilities are 60.4% and 47.2% respectively.

In comparing Unisa's library with public/private libraries, 2012 students seem to be more satisfied with Unisa's library (average score of 4.89 for Unisa as opposed to 4.68 for private/public libraries).

Compared to student satisfaction with Unisa's library, 2012 students seem less satisfied with the study facilities at Unisa's regional offices (average score of 4.67). Almost 38.9% of participating students indicated that they are dissatisfied with the study facilities at Unisa's regional centres.

FIGURE 2.6

SATISFACTION STUDY FACILITIES, 2011
 (Scale anchors: 1 = extremely dissatisfied, 5 = satisfied)



2.7 CONCLUDING REMARKS

This chapter provided the outcome of the findings of the first wave of the 2012 Unisa student satisfaction survey conducted among 2075 Unisa students. Where possible, the 2012 results were compared with results from 2005 to 2011. Overall, the satisfaction levels of students with Unisa's registration efficiency have improved since 2008. A more detail disaggregation of all items was presented in this chapter while the final chapter summarises the research findings and presents some recommendations.

CHAPTER 3

CONSLUSION AND RECOMMENDATIONS

3.1 INTRODCUTION

This report presents the findings of the first wave of the 2012 Unisa student satisfaction survey. A total of 2075 Unisa students who registered for their studies at the end of 2011 and start of 2012 have participated in the study. The size of participation compares well with the 2011 study. The outcome of the research findings of the first wave of the 2012 is summarised in the next section.

3.2 SUMMARY

Firstly, when analysing the students' general satisfaction with Unisa and the college and qualification enrolled for, no significant changes in students' perceptions were noted since 2011. However, students' during the past two years (2011 and 2012) have been slightly more optimistic about Unisa and the college and qualification enrolled for than in 2009 and 2010. This improved environment does not deny the need for improved strategies to retain the approximate 70% loyal students who plan to remain studying at Unisa. However, in an effort to change the perceptions of disloyal students (of which many have no choice to remain studying at Unisa due their work status) and to aspired improved service delivery standards towards loyal and prospective students, the research findings of the first wave of the 2012 study have presented several pointers. These include:

- Improvement of student communication system. Students in general disillusioned with the 'new' email/SMS communication system that replaced the Call Centre and many regard the automated student enquiry system as impersonal. Students in general experience delayed handling of queries via the email/SMS system.
- Develop and publish clear service quality standards for dealing with student enquiries and complaints and align these with IPMS system.
- Expand cyber education initiatives. Although there still seem to be intense desires among students for personal contact with lecturers and tutors,

students are most enthusiastic towards Unisa Web portals where study material could be downloaded and studied at convenient times. Students seem most supportive of DVDs, podcasts or videos containing tutorial classes. Some students have also recommended satellite and radio broadcasts of lectures. Also, to allow for direct interaction with lecturers and tutors, skype, lecturer chat rooms and online blogging were listed among the most common student preferences.

- Embrace collectivist education approach by consider more group work and assisting students to establish support groups.
- Improve information technology system and student support by preventing system failures at all cost and providing students with 24/7 assistance with online trouble shooting. This will support student confidence in submitting assignments online. Further ICT student support disclosed by students include the availability of and access to computer labs across all Unisa centres, free wireless Internet access and easier access to Unisa email accounts.
- Improve registration system by investigating the competence and public relations skills of registration staff that do not seem to provide prompt and efficient services to students when dealing with registration affairs.
- Improve the despatch of study material system by ensuring that all study material (including prescribed textbooks) are included in the first delivery of study material and that courier services timely notify students about time and place of delivery of study material.
- Improve Unisa library services by processing online loan requests faster; marketing e-recourses (online books and publications); shelving prescribed textbooks and online books; providing free access to Internet services and extending after-hour library services.
- Consider the introduction of induction courses such as compulsory computer literacy course for all first-year students and orientation course to manage study and personal live

- Design effective marketing communication campaign to expedite efforts to change students' perceptions of inferiority of Unisa qualifications. Consider using successful alumni to support such image building campaign.
- Consider further tuition initiatives such as

Secondly, when analysing the student satisfaction with registration efficiency, students in general seem more satisfied when compared to previous years. In fact, the Unisa student satisfaction index recorded the highest levels since 2008. When recollecting the findings of the research analysis presented in chapter 2, the following key registration aspects require further commitment by Unisa:

- the coursework masters registration process
- quality of service in handling of enquiries about studying at Unisa
- efficiency of student advisors
- financial supports services (eg NSFAS, other bursaries, Eduloan)
- quality of curricula advice
- parking during registration

In general the findings of the first wave of the 2012 study indicate that student satisfaction with the Unisa registration environment seems fairly positive and is gradually improving. When considering the facts that loyal Unisa students (those indicating that they plan to remain studying at Unisa) and those who have not interrupted their studies showed higher satisfaction ratings during the first wave of the 2012 study, presuppose the need for Unisa to venture in changing the perceptions of disloyal and disruptive students. In fact, Unisa has some challenges remaining to transcend approximately 30% of disillusioned students' perceptions away from viewing the institution as a monopolistic powerless ODL institution with substandard qualifications to one which is a favored by all students as a preferred life-long learning institution. By attending to the proposed restorative strategies emerging from this study, could guide Unisa in aspiring to become the leading and desired university in the service of humanity.

Finally, it is recommended that the survey findings and anticipated improvement strategies be communicated and shared with the broader Unisa community and students in particular. This approach will express Unisa's commitment to students (as key stakeholder and respondent group) about the intent to endlessly seek to improve the study environment. This approach is further supported as it will encourage future participation of students in similar studies where their inputs are recognized and intergraded in the transformation of Unisa in becoming the Africa University in the service of humanity. In fact, Unisa should venture into establishing an automated customer satisfaction centre to allow for the immediate capturing of students' feedback on service experience. Such invention will ideally guide the development of contingency planning and contribute to improve service delivery to a student population of which the younger generation is nowadays characterized by a culture of immediacy and impatience which creates increased 'customer' expectations towards 'service providers' such as Unisa to download instantly and deliver on-demand.

ANNEXURE A**RESEARCH QUESTIONNAIRE**

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ANNEXURE B**DESCRIPTIVE STATISTICS: REGISTRATION EFFICIENCY VARIABLES**

Research variable	n	Mean	Standard Deviation
Awareness process			
Clear information on what it means to be an open distance learning student	1682	5.49	1.41
Clear information and support on how to select a career	1599	4.98	1.62
Awareness: Clear information and support on how to select a qualification	1601	4.98	1.66
Application process			
Clear information on the application process in the my Choice @ Unisa brochure, website, mobisite and CD	1578	5.45	1.44
Quality of service in handling of enquiries about studying at Unisa	1610	4.78	1.83
Clear information on the application process and dates	1615	5.46	1.45
Clarity of application process	1611	5.38	1.47
Efficiency of application process	1587	5.35	1.55
Ease of completion of the 'Application to Study' form	1535	5.57	1.36
Ease of the matriculation exemption process	1243	5.26	1.54
Clarity of cancellation application form	1252	5.17	1.58
Registration process			
Clear information on the registration process in the my Registration @ Unisa brochure website, mobisite and CD	1587	5.52	1.42
Clear information on study fees and initial payments	1632	5.65	1.37
Clear information on how to pay study fees	1603	5.73	1.32
Clarity on completion of application for exemption/ recognition/ credit for subjects passed at other tertiary education institutions	1423	5.10	1.67
Information and availability of examination timetables	1596	5.72	1.38
Clear information and availability on information about examination centre location where you will write your examinations in 2012	1585	5.77	1.40
Registration facilities	1510	5.43	1.56
Parking	1289	4.84	1.82
Security	1379	5.21	1.63
Flexibility of registration dates	1531	5.32	1.50
General organisation of the registration process	1537	5.24	1.58
Efficiency of 'Check Point'	1322	5.09	1.59
Assistance and guidance from Ask Me staff	1350	5.01	1.75

Efficiency of self-help registration facility	1386	5.24	1.60
Efficiency of student advisors	1327	4.81	1.75
Quality of curricula advice	1346	4.83	1.71
Course (module) exemptions	1257	4.88	1.72
Assistance for persons with disabilities	818	5.14	1.55
Coursework Masters registration process	68	4.74	1.73
Research Masters & Doctoral registration process	69	5.13	1.63
Clarity of cancellation application form	990	5.09	1.66
Clear and adequate information on study process in the my Studies @ Unisa brochure website, mobisite and CD	1495	5.48	1.43
Clear understanding of how the study process works	1576	5.51	1.38
Quality of Study Guides	1594	5.47	1.50
Study process			
Clear information in the Tutorial letters	1598	5.63	1.40
Level of academic support	1539	5.04	1.61
Level of support from the Learning Centre	1337	4.96	1.65
Financial matters			
Financial supports services (eg NSFAS, other bursaries,Eduloan)	929	4.74	1.95
Cashiers	1138	5.06	1.71
Clarity on financial cancelations	1105	4.81	1.78
Efficiency of student account queries	1294	4.96	1.84
Despatch of study material			
Unisa Toasters (machines located at Registrations on which your study material can be downloaded to a CD)	1135	5.13	1.78
Quality of printed materials received	1574	5.71	1.45
Study guides received	1594	5.64	1.56
Tutorial letters received	1596	5.66	1.50
Mark-reading sheets received	1520	5.76	1.45

ANNEXURE C1

REGISTRATION EFFICIENCY SATISFACTION ANALYSIS BY COLLEGE

	College					
	College of Agriculture and Environmental Sciences	College of Economic and Management Sciences	College of Education	College of Human Sciences	College of Law	College of Science, Engineering & Technology
	Mean	Mean	Mean	Mean	Mean	Mean
Sample size (n)	51	444	116	397	568	149
Clear information on what it means to be an open distance learning student	67.61	65.20	67.03	72.56	69.78	71.99
Clear information and support on how to select a career	62.50	60.84	62.12	61.28	62.50	66.80
Clear information and support on how to select a qualification	62.50	60.26	64.92	60.83	63.63	66.94
Clear information on the application process in the my Choice @ Unisa brochure, website, mobisite and CD	70.56	65.76	65.81	69.21	68.56	76.26
Quality of service in handling of enquiries about studying at Unisa	56.67	59.97	62.32	57.33	56.68	69.60
Clear information on the application process and dates	73.26	66.91	69.03	69.44	67.45	75.40
Clarity of application process	71.34	67.06	64.55	67.63	66.59	71.17
Efficiency of application process	71.34	64.89	65.38	68.55	66.19	72.29
Ease of completion of the 'Application to Study' form	72.56	67.47	63.46	72.20	70.29	75.84
Ease of the matriculation exemption process	70.27	63.06	65.09	66.88	65.78	70.39
Clarity of cancellation application form	68.57	63.75	61.40	65.24	63.99	69.76
Clear information on the registration process in the my Registration @ Unisa brochure website, mobisite and CD	70.83	68.44	69.12	70.42	69.02	75.44
Clear information on study fees and initial payments	76.83	69.05	73.19	74.30	71.51	73.98
Clear information on how to pay study fees	75.00	71.06	72.46	74.86	73.10	75.83
Clarity on completion of application for exemption/ recognition/ credit for subjects passed at other tertiary education institutions	70.14	61.10	65.42	64.51	63.19	70.31
Information and availability of examination timetables	76.79	69.58	72.01	77.71	73.42	75.41

Clear information and availability on information about examination centre location where you will write your examinations in 2012	76.22	70.99	75.74	78.03	73.98	74.17
Registration facilities	64.74	67.84	70.45	69.12	68.09	74.13
Parking	59.29	59.82	67.98	60.76	56.11	66.27
Security	64.74	64.46	70.97	67.28	61.29	68.53
Flexibility of registration dates	65.24	64.94	69.23	68.15	65.01	72.48
General organisation of the registration process	64.38	64.60	69.84	67.84	64.12	68.38
Efficiency of 'Check Point'	58.97	62.50	64.22	62.74	61.46	70.30
Assistance and guidance from Ask Me staff	67.50	65.04	67.08	59.63	59.67	67.76
Efficiency of self-help registration facility	61.25	65.63	67.37	65.91	64.61	70.47
Efficiency of student advisors	56.58	61.69	62.90	57.16	56.27	63.27
Quality of curricula advice	53.85	61.15	63.68	58.10	58.27	62.99
Course (module) exemptions	57.14	60.39	64.04	59.04	58.79	66.07
Assistance for persons with disabilities	63.79	64.42	65.76	63.31	63.22	71.00
Coursework Masters registration process		56.25	50.00	75.00	44.12	62.50
Research Masters & Doctoral registration process		75.00		77.08	52.94	62.50
Clarity of cancellation application form	62.90	63.57	64.00	63.90	63.95	67.86
Clear and adequate information on study process in the my Studies @ Unisa brochure website, mobisite and CD	65.85	66.52	66.82	69.93	68.33	74.77
Clear understanding of how the study process works	69.64	67.23	70.31	71.13	68.86	72.27
Quality of Study Guides	70.24	67.81	73.79	70.01	68.40	69.21
Clear information in the Tutorial letters	70.12	71.49	70.90	72.20	70.58	74.38
Level of academic support	60.63	63.32	67.92	61.92	60.83	64.96
Level of support from the Learning Centre	59.21	62.68	68.86	60.91	59.21	61.97
Financial supports services (eg NSFAS, other bursaries,Eduloan)	61.11	57.23	65.82	60.48	57.16	62.50
Cashiers	62.90	64.60	58.82	63.68	60.59	68.46
Clarity on financial cancelations	57.76	60.29	57.29	60.47	58.94	63.70
Efficiency of student account queries	59.85	62.90	62.72	61.98	59.93	67.82

Unisa Toasters (machines located at Registrations on which your study material can be downloaded to a CD)	66.22	63.65	68.40	62.91	63.63	71.06
Quality of printed materials received	75.00	72.24	72.66	73.70	73.32	77.25
Study guides received	72.50	71.04	74.29	74.07	72.93	73.98
Tutorial letters received	70.00	71.98	73.51	73.73	72.27	74.19
Mark-reading sheets received	73.03	73.68	76.17	75.00	74.39	75.21
Average: Registration Efficiency	66.39	65.31	67.06	67.19	64.53	70.17

ANNEXURE C2

REGISTRATION EFFICIENCY SATISFACTION ANALYSIS BY REGION

	Regions			
	Eastern Cape sub-region	Gauteng region	Limpopo region	Midlands region
	Mean	Mean	Mean	Mean
Sample size (n)	65	658	127	116
Clear information on what it means to be an open distance learning student	68.33	68.38	68.00	68.46
Clear information and support on how to select a career	58.33	62.02	56.25	65.14
Clear information and support on how to select a qualification	61.84	62.35	57.61	64.46
Clear information on the application process in the my Choice @ Unisa brochure, website, mobisite and CD	66.52	68.62	63.33	66.91
Quality of service in handling of enquiries about studying at Unisa	58.93	61.67	62.75	62.99
Clear information on the application process and dates	64.09	69.74	64.29	69.85
Clarity of application process	62.05	68.31	65.20	68.32
Efficiency of application process	60.38	66.96	66.84	69.42
Ease of completion of the 'Application to Study' form	66.04	69.83	67.00	69.39
Ease of the matriculation exemption process	57.98	65.79	66.86	66.57
Clarity of cancellation application form	59.38	64.27	64.77	64.88
Clear information on the registration process in the my Registration @ Unisa brochure website, mobisite and CD	62.07	69.42	66.30	71.25

Clear information on study fees and initial payments	68.64	72.01	72.45	73.04
Clear information on how to pay study fees	71.76	73.76	73.47	75.26
Clarity on completion of application for exemption/ recognition/ credit for subjects passed at other tertiary education institutions	58.82	64.14	65.56	64.72
Information and availability of examination timetables	71.05	73.71	74.47	72.28
Clear information and availability on information about examination centre location where you will write your examinations in 2012	72.37	74.28	75.00	74.02
Registration facilities	65.63	69.63	71.67	72.09
Parking	48.00	64.88	61.90	62.21
Security	60.19	68.11	63.07	65.91
Flexibility of registration dates	64.55	68.55	69.89	67.42
General organisation of the registration process	62.96	66.68	64.44	65.00
Efficiency of 'Check Point'	60.10	64.81	61.67	64.25
Assistance and guidance from Ask Me staff	63.73	66.65	66.11	64.29
Efficiency of self-help registration facility	59.72	66.21	63.89	67.19
Efficiency of student advisors	56.25	62.87	59.66	62.50
Quality of curricula advice	54.26	60.51	63.33	66.21
Course (module) exemptions	58.54	62.02	58.33	66.96
Assistance for persons with disabilities	62.00	64.96	61.43	67.21
Coursework Masters registration process	50.00	62.50	65.00	50.00
Research Masters & Doctoral registration process	62.50	66.25	65.00	50.00
Clarity of cancellation application form	63.71	64.11	65.13	68.15
Clear and adequate information on study process in the my Studies @ Unisa brochure website, mobisite and CD	67.92	68.28	62.50	69.68
Clear understanding of how the study process works	66.36	69.13	71.67	68.88
Quality of Study Guides	69.09	71.04	72.34	71.36
Clear information in the Tutorial letters	66.67	73.81	71.88	71.08
Level of academic support	63.68	64.99	64.44	68.00
Level of support from the Learning Centre	65.57	64.21	61.93	65.63
Financial supports services (eg NSFAS, other bursaries,Eduloan)	61.67	60.21	65.54	65.44

Cashiers	62.23	65.37	55.49	66.77
Clarity on financial cancelations	58.89	60.19	59.87	64.47
Efficiency of student account queries	64.00	64.85	61.59	64.24
Unisa Toasters (machines located at Registrations on which your study material can be downloaded to a CD)	56.91	64.72	57.43	65.41
Quality of printed materials received	67.11	74.56	64.29	75.50
Study guides received	67.11	74.11	68.09	73.80
Tutorial letters received	66.23	74.82	65.82	73.06
Mark-reading sheets received	65.79	75.64	68.33	73.98
Average: Registration Efficiency	62.76	67.23	65.15	67.31