

In [1], Yousra Banoor Rajabalee et al., coded and analyzed Student feedback for 665 students both from a quantitative and qualitative perspective. It was found that Engagement and contentment have a strong and favourable correlated relationship. Additionally, there was a marginally significant but positive association between involvement and satisfaction with their overall performances. No matter how they performed, students were usually happy with the learning design concept. However, students complained about concerns such as a lack of instructor help and group technological challenges.

In Performance measurement of e-learning using student satisfaction analysis [2] the goal of the analysis was to identify factors which influence student satisfaction and to address heterogeneous styles and needs of both groups of students, so that future pedagogical and motivational methods in teaching and learning can be appropriately selected, developed and implemented. Investigating student satisfaction with an online study method and e-learning system's quality was of special interest.

In the paper “Monitoring Trends in Student Satisfaction” [3] the results of a research that tracked every aspect of the student experience at a major metropolitan multi-campus institution from 2005 to 2011 are presented. 10,562 students from all major cohorts responded to a specifically created biannual survey that was administered repeatedly throughout the course of the time. The primary concerns the university has been tackling to improve the student experience are also covered in this document, along with trends in perceived significance and performance of various university services. The study comes to the following conclusions: (a) the time series data offer a powerful lens into the university's strategies, initiatives, and actions that worked well and those needing additional work or adjustment; (b) it is the overall experience of the university, not just what occurs in the classroom, that shapes students' judgements.

Using student satisfaction data to evaluate a new online accelerated nursing education program [4] offers a descriptive, cross-sectional research that used student satisfaction as a quality measure to assess the efficacy of a new online accelerated programme. The research included 91 (32% of the 284) students who were enrolled or had been enrolled in a course through the online accelerated degree completion programme during the first semester of autumn 2013 and the second semester of summer 2014. Student satisfaction with the programme and related services was evaluated using the Noel-Levitz Priorities Survey for Online Learners™, an electronic version of the survey. The findings gave information on how satisfied the students were with the new programme structure and formed the basis of an interdepartmental programme improvement plan that intended to maintain and raise student happiness and programme quality overall.

In [5] a multivariate linear regression of all the questionnaire items was performed against an overall satisfaction item. It was discovered that five factors made a substantial contribution to a model that predicted around 70% of the reported student happiness. Student confidence in their ability to communicate and learn online, having a clear understanding of what was necessary to succeed in the unit, and how well they believed they were performing in the unit were the main factors that were found to positively influence student satisfaction with studying a wholly online unit. There are also documented other outcomes.

## References

- [1] “Performance measurement of e-learning using student satisfaction analysis”
- [2] Raspopovic, Miroslava & Jankulovic, Aleksandar. (2017). Performance measurement of e-learning using student satisfaction analysis. *Information Systems Frontiers*. 19. 869–880. 10.1007/s10796-016-9636-z.
- [3] Grebennikov, Leonid & Shah, Mahsood. (2013). Monitoring Trends in Student Satisfaction. *Tertiary Education and Management*. 19. 10.1080/13583883.2013.804114.
- [4] Gazza, Elizabeth & Matthias, April. (2016). Using Student Satisfaction Data to Evaluate a New Online Accelerated Nursing Education Program. *Evaluation and Program Planning*. 58. 10.1016/j.evalprogplan.2016.06.008.
- [5] *Examining student satisfaction with wholly online learning*. Available at: <https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1365-2729.2008.00294.x> (Accessed: 16 August 2023).