Chapter VI

Learners’ Value Index of Satisfaction (LeVIS)

Introduction

The previous chapter provided a review of the first tool (Value-Satisfaction grid of e-learning systems) to assess the effectiveness of e-learning systems using learners’ perceived value of e-learning systems and learners’ perceived satisfaction with such systems. The second tool, which is proposed in this chapter, is the Learners’ Value Index of Satisfaction (LeVIS) that is developed in order to provide a precise numeric score for the learners’ perceived effectiveness of e-learning systems. The Value-Satisfaction grid proposed in the previous chapter provides a key tool to indicate action and improvement priorities for e-learning systems as well as an overall map to indicate the learners’ perceived effectiveness of e-learning systems. However, the Value-Satisfaction grid cannot provide a precise indication of the level or specific score of the learners’ perceived effectiveness of such systems. Consequently, an index (i.e., the LeVIS index) would be useful to provide a measure of the magnitude of the learners’ perceived effectiveness of e-learning systems.
utilizing the aggregated value and satisfaction scores. By the definition of the LeVIS index, it provides the ability to look at constant levels of the learners’ perceived effectiveness within the Value-Satisfaction grid that are called *effectiveness curves*. The combination of such effectiveness curves and the Value-Satisfaction grid yields the development of the third tool suggested by this framework. The third tool is called the *effectiveness grid* which will be defined and proposed in this chapter. The effectiveness grid provides an overall map and an indication of the specific effectiveness level under one tool; in essence, it combines both the Value-Satisfaction grid as well as the LeVIS index into one tool. The four quadrants of the Value-Satisfaction grid proposed in the previous chapter are divided by the effectiveness curves resulting in two segments per quadrant or a total of eight segments indicating various levels of effectiveness proposed in the effectiveness grid. Clearly, prior to the review of the effectiveness grid, a clear understanding of the LeVIS index is needed in conjunction with the understanding of the Value-Satisfaction grid proposed in the previous chapter.

**The LeVIS Index**

The Learners’ Value Index of Satisfaction (LeVIS) is proposed as a benchmarking tool combining the learners’ perceived value and satisfaction in order to indicate the magnitude of learners’ perceived effectiveness of e-learning systems. The LeVIS index combines the e-learning systems *value* measures and e-learning systems *satisfaction* measures in order to provide an overall index of the effectiveness of such systems. Prior literature concentrated mainly on the measurement and improvement priorities of IS satisfaction. However, as noted in literature that was reviewed in Chapter III, the investigation of value of e-learning systems in conjunction with satisfaction with e-learning systems will provide fruitful information regarding learners’ perceived effectiveness of e-learning systems. Figure 1 provides an overview of the benefits provided by measuring satisfaction with e-learning systems, value of e-learning systems, and the resulted benefits provided by measuring both satisfaction with e-learning systems and value of e-learning systems together (see column “Learners’ Perceived Effectiveness”).

The proposed framework in this study is based on three levels (overall, four e-learning systems dimensions, and 48 e-learning systems characteristics). As part of the survey instrument, users were asked to rate both value of e-learning