# PSOL 2008 Campus Report Review for
Central Lakes College

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Customized for CLC by Michael Amick, 4-29-08

Why Survey Online Students

- Capture student data about the importance and satisfaction of online services at CLC
- The ability to compare national and MnOnline data
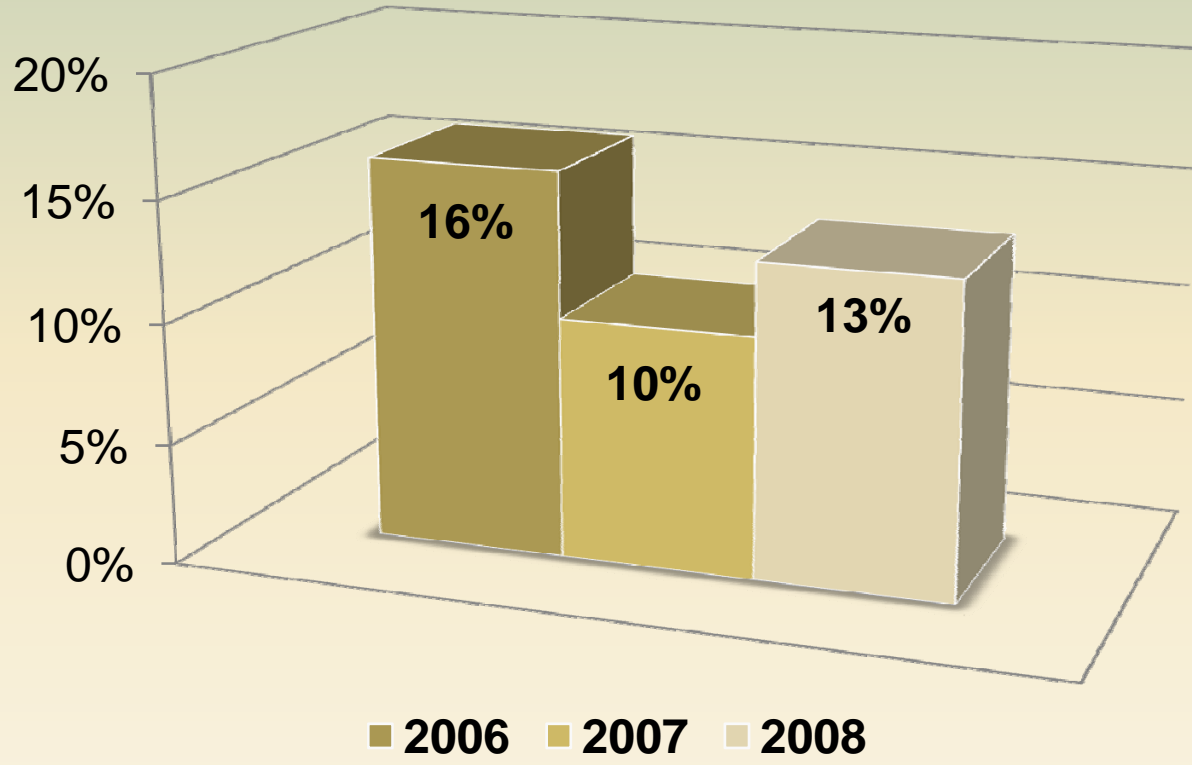- Guide planning based on data
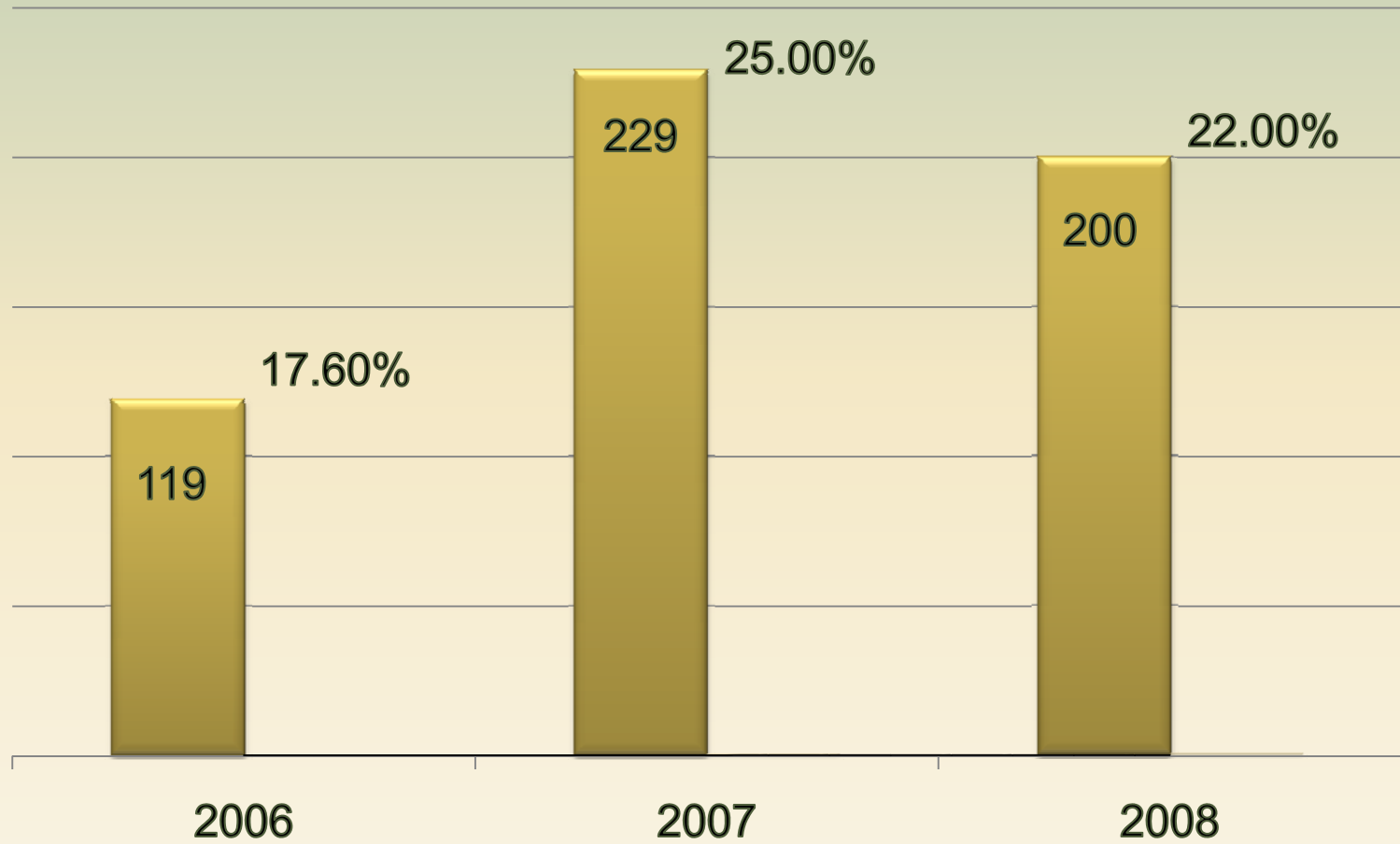
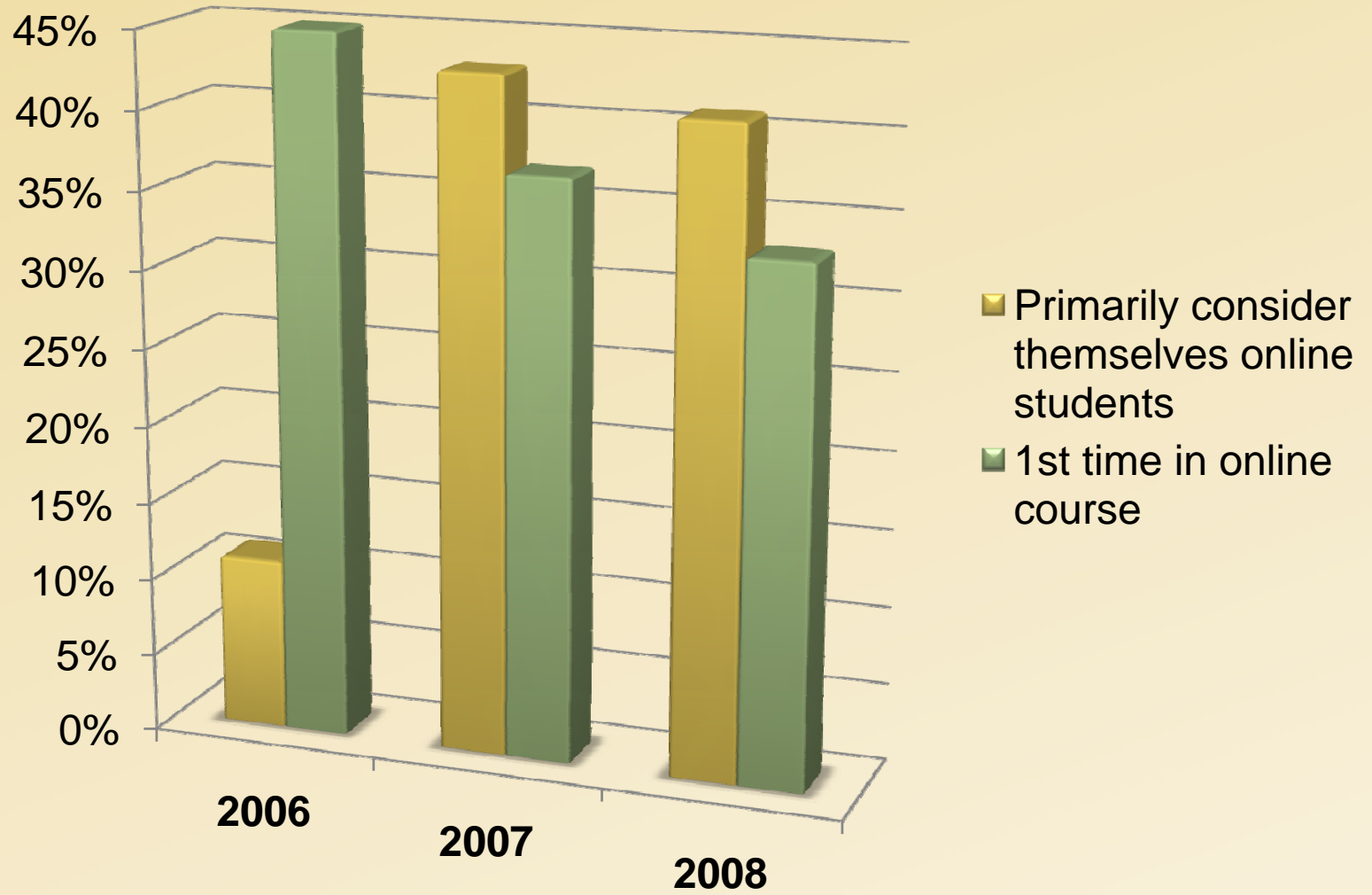# Who Was Surveyed: Demographics of Students

	National	Minnesota	CLC 2006	CLC 2007	CLC 2008
Female	68%	77%	79.5%	81.5%	83%
Male	22%	12%	20.5%	18.5%	17%
24 & under	21%	44%	44%	55.5%	55%
25 & older	79%	56%	56%	44.5%	45%
Full-time students	58%	62%	65%	66.7%	73.5%

Plans to complete online degree

2006 — 16%
2007 — 10%
2008 — 13%

Primarily consider themselves online students

1st time in online course

CLC Online Enrollment History:
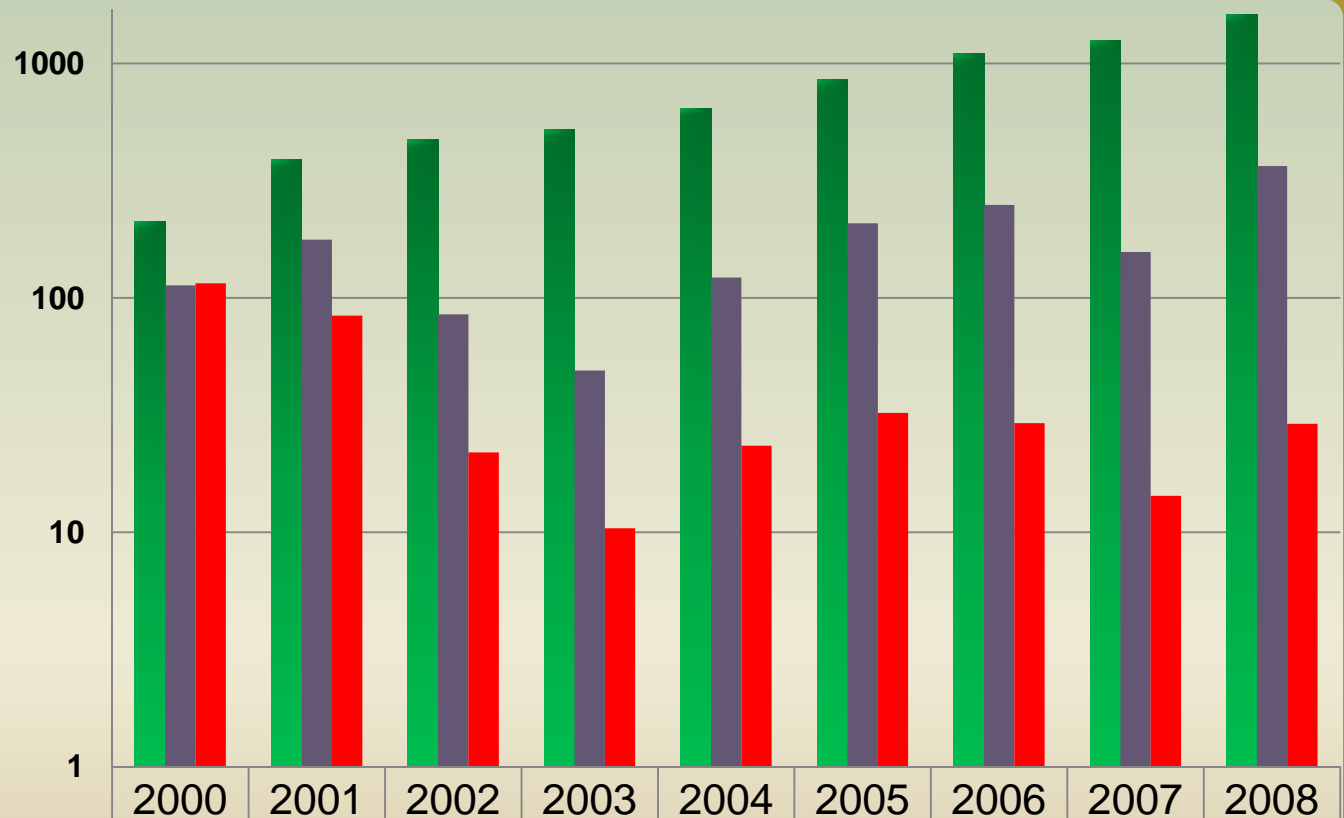
	2000	2001	2002	2003	2004	2005	2006	2007	2008
■ Online Students	211	388	473	522	644	852	1101	1258	1623
■ Increase/Decrease	113	177	85	49	122	208	249	157	365
■ Percent of Change	115.3	83.9	21.9	10.4	23.4	32.3	29.2	14.3	29.0

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Institutional strengths and challenges

- Strengths:
    - What are our students' expectations?
    - Where are we meeting or exceeding those expectations?
    - High importance / high satisfaction
- Challenges:
    - What are our students' expectations?
    - Where are areas and opportunities to improve on to fulfill student expectations?
    - High importance / low satisfaction or large performance gap

Matrix for prioritizing action

Very Important

Institutional Challenges

Institutional Strengths

Very Dissatisfied
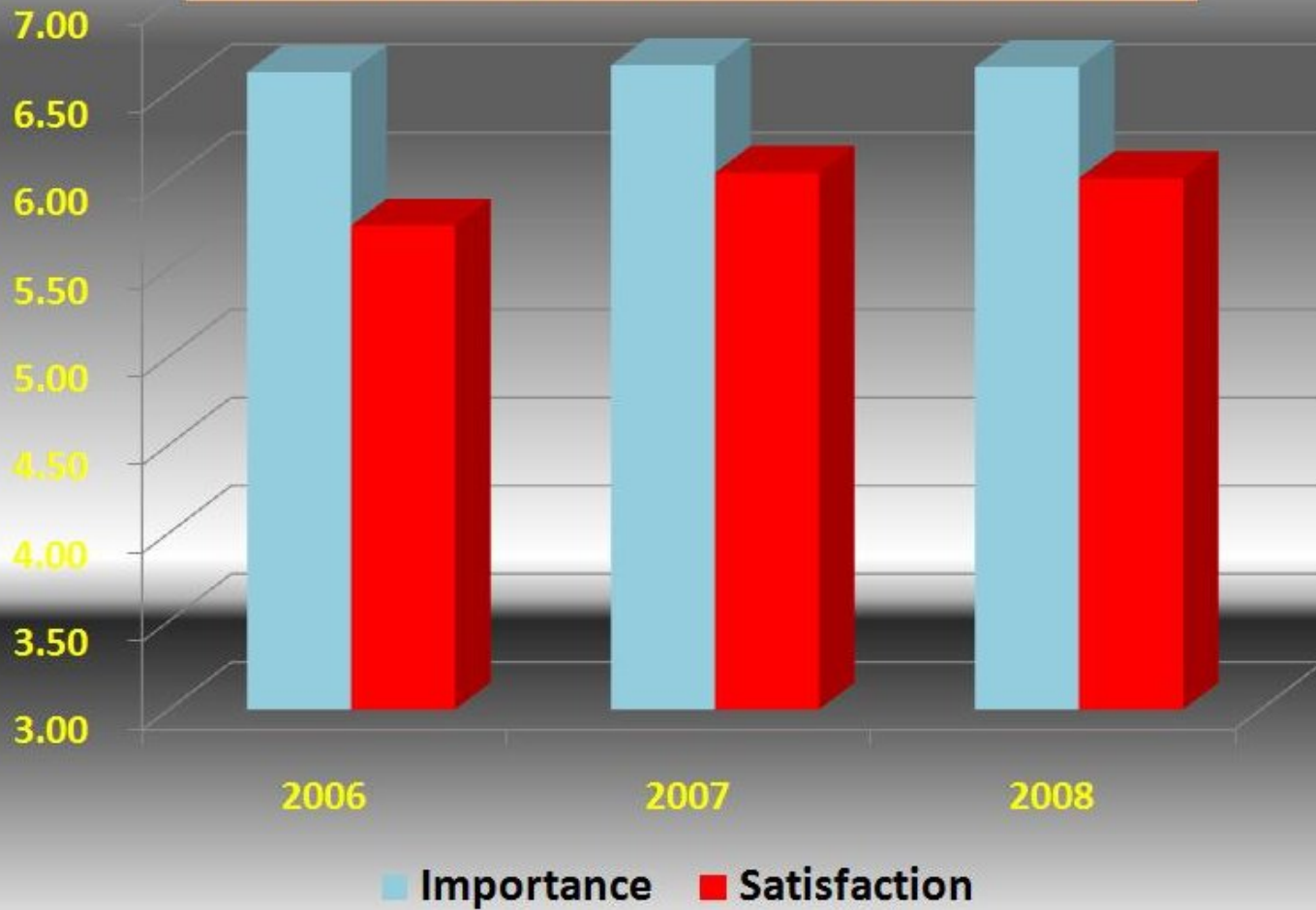
Very Satisfied

Very Unimportant

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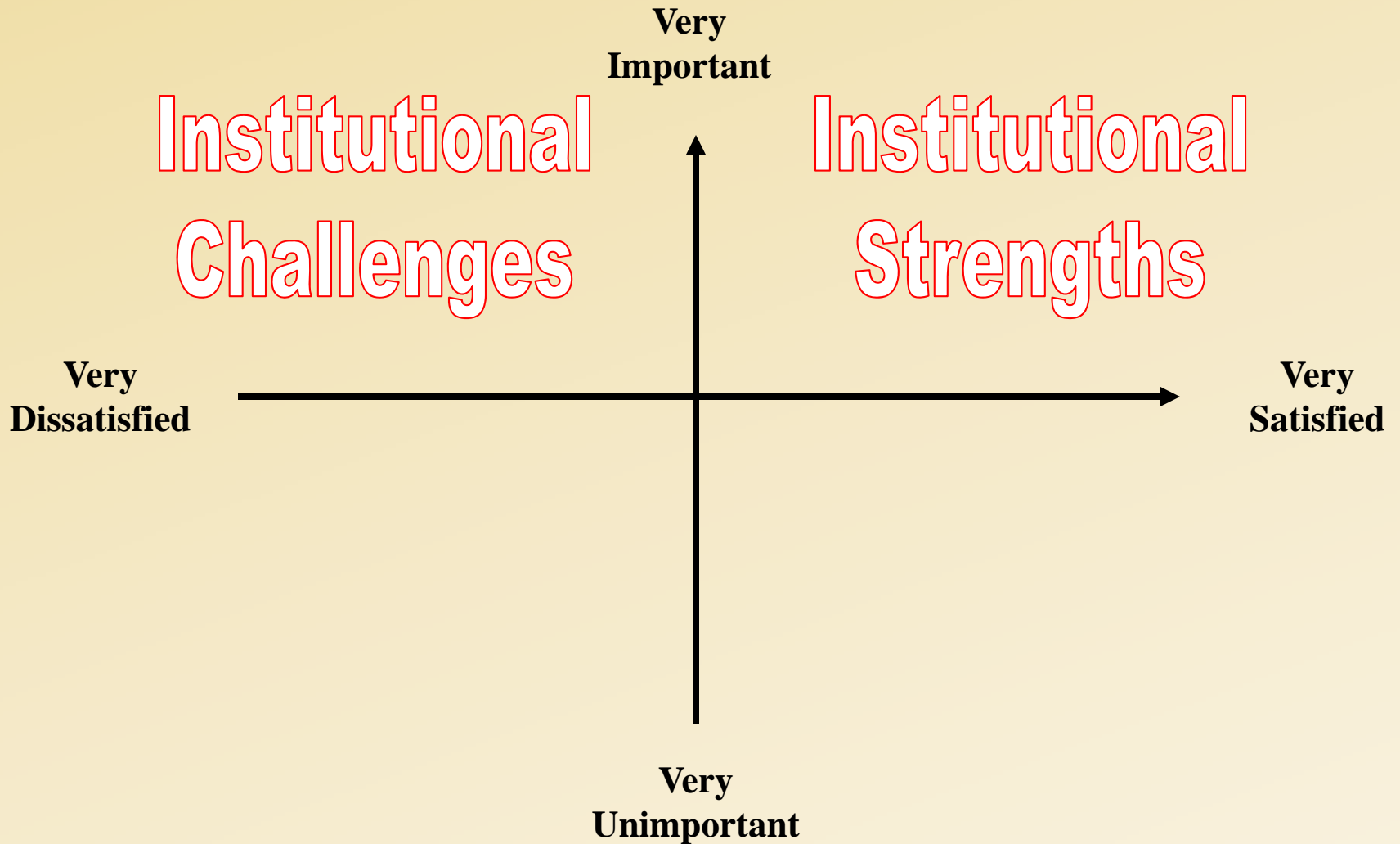
Strengths definition

- Importance score is above the mid-point (top 50% of your items)

  AND

- Satisfaction score is in the top quartile (top 25% of your items)

Strengths: Important to students and satisfaction is high at CLC.

- The online delivery platform (D2L) is reliable. (#28, campus item 2)

    Also a strength for all of MN 06, 07, 08

- Registration for online courses is convenient.

    Also a strength for schools nationwide and MN 06 and 07

- Taking an online course allowed me to stay on track with my educational goals.

    Also all of MN 07 and 08

- Instructional materials are appropriate for program content.

    Also for schools nationwide and MN 06 and 07 CLC now out performing MN 08

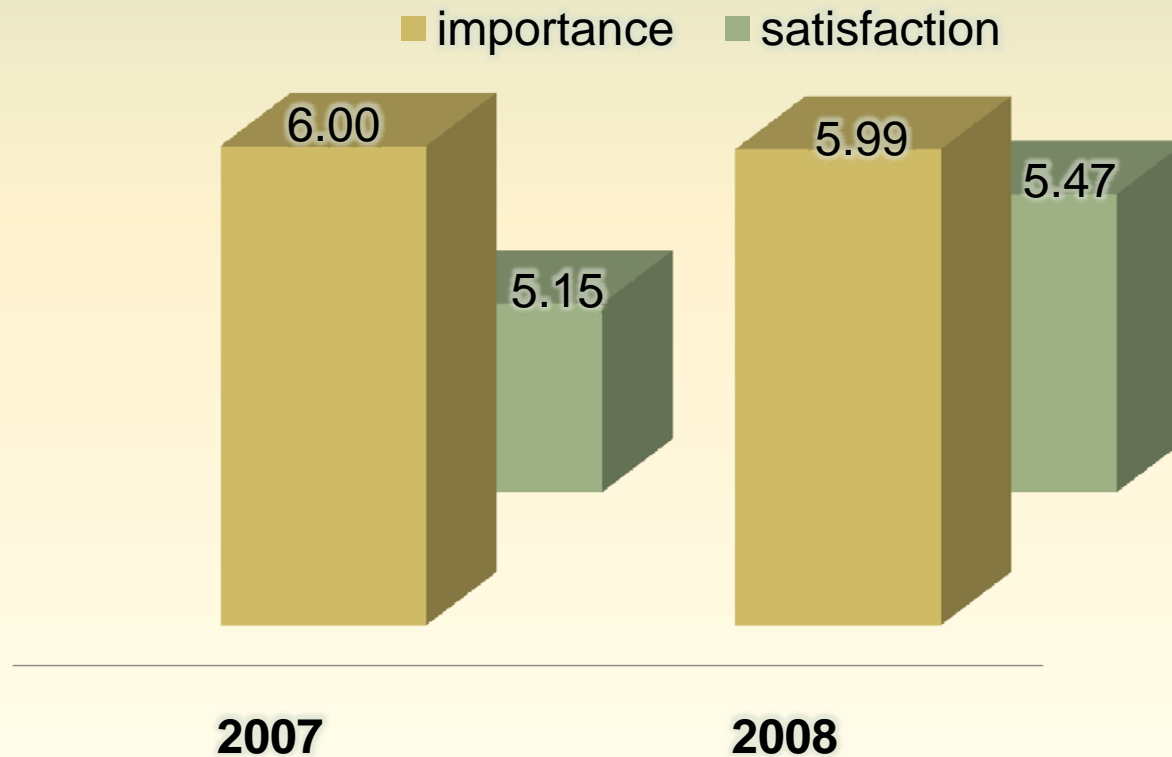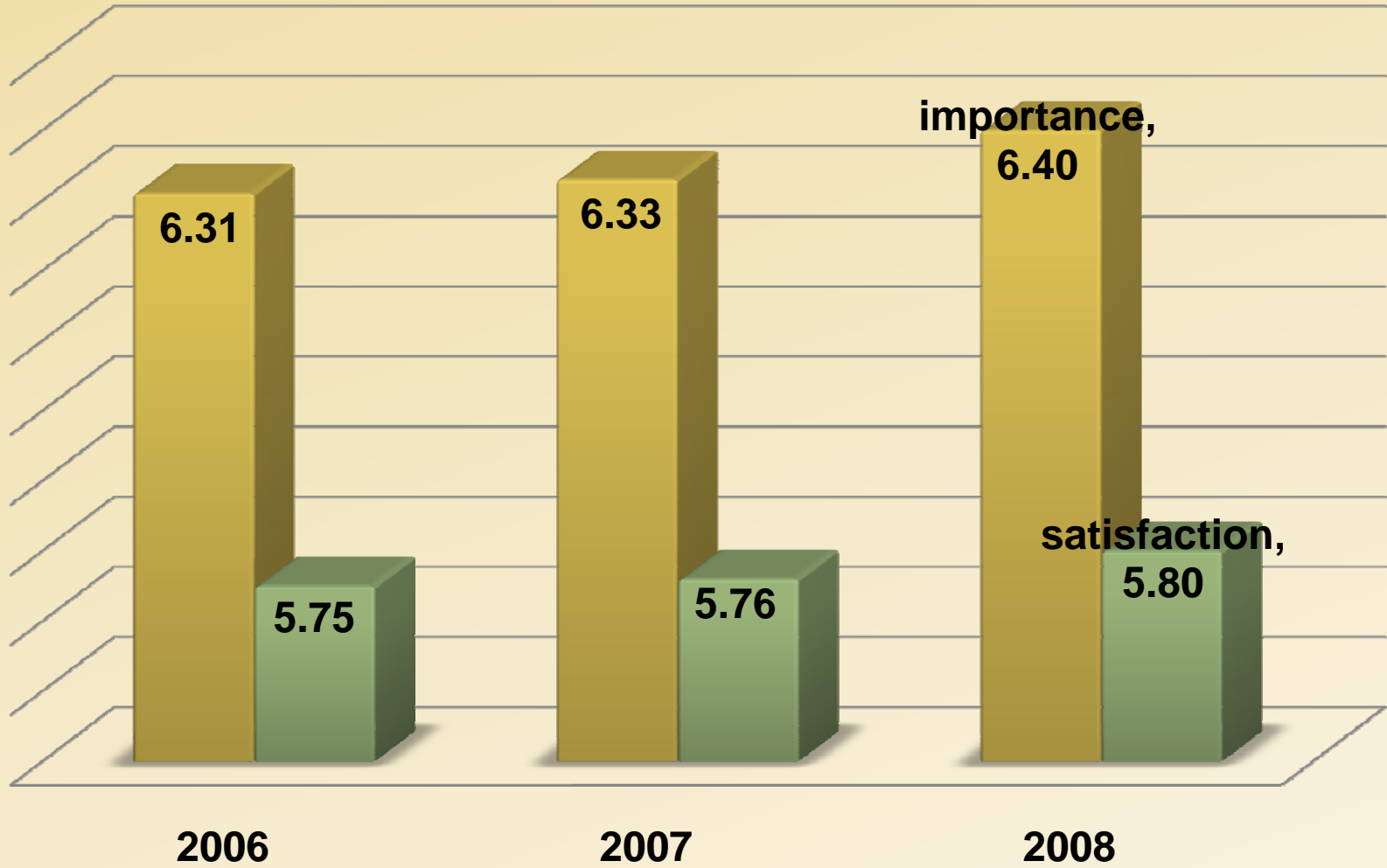MN Online - Student Satisfaction with D2L

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Strengths continued

- NEW Strength   Billing and payment procedures are convenient for me.

- The following strengths have been DROPPED
- Useful info is available on the CLC website about online
  programs and services to students. (#35, campus item 9)
  An exclusive strength for CLC in 06 and 07
- Interactions I have with online instructors are useful to me in the learning process.
  A strength for CLC in 07 also for MN
- Faculty provide timely feedback about student progress.
  Was a challenge in 06,an Exclusive strength in 07

Procedure for purchasing textbooks online is convenient

importance   satisfaction

6.00   5.15   5.99   5.47

2007   2008

Useful information is available on the CLC website

6.31   **6.33**   **importance, 6.40**

satisfaction, 5.80

5.75   **5.76**

2006   **2007**   **2008**

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Gap In Satisfaction
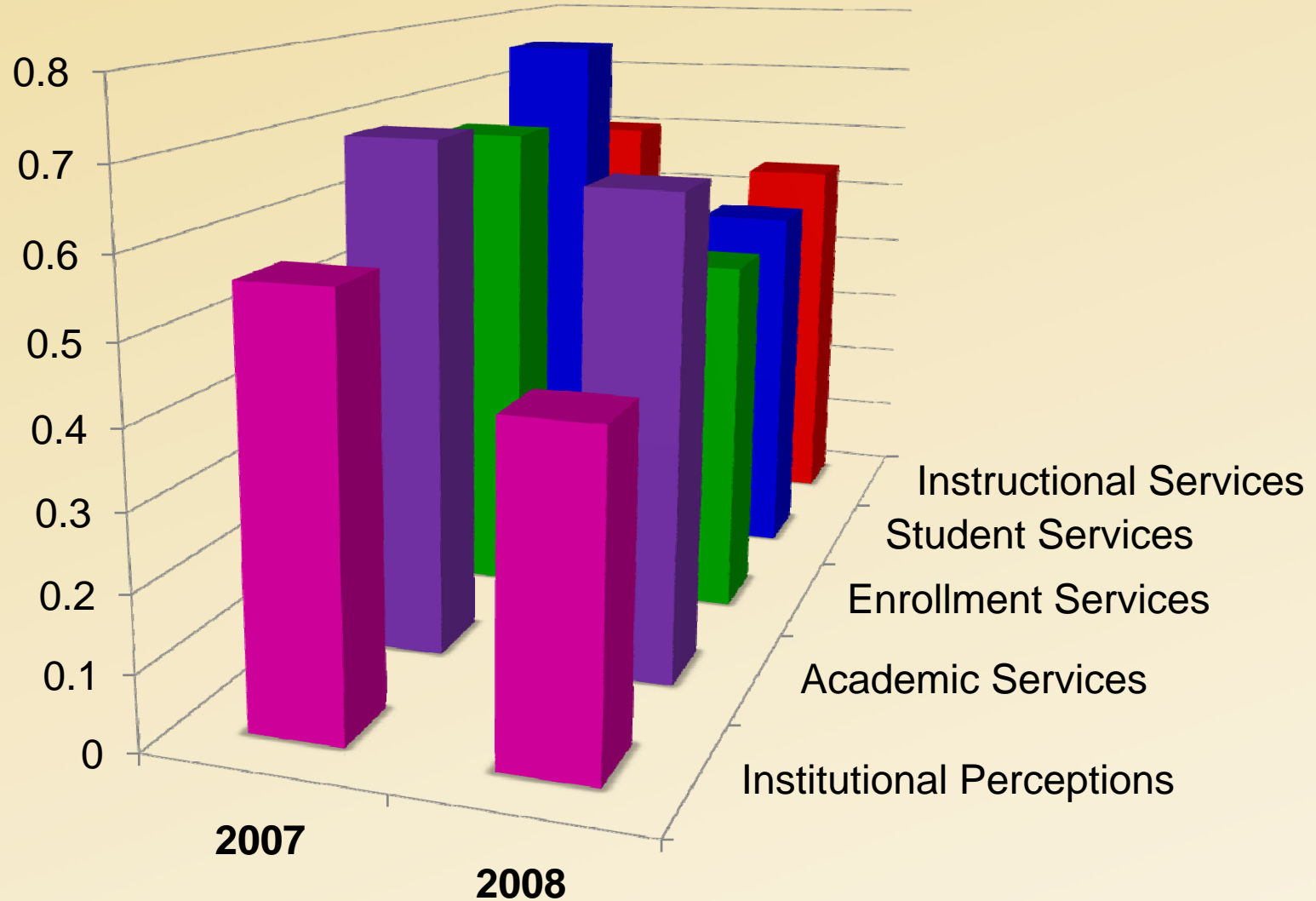
Higher Satisfaction vs. MN Online 2008

- Registration for online courses is convenient.

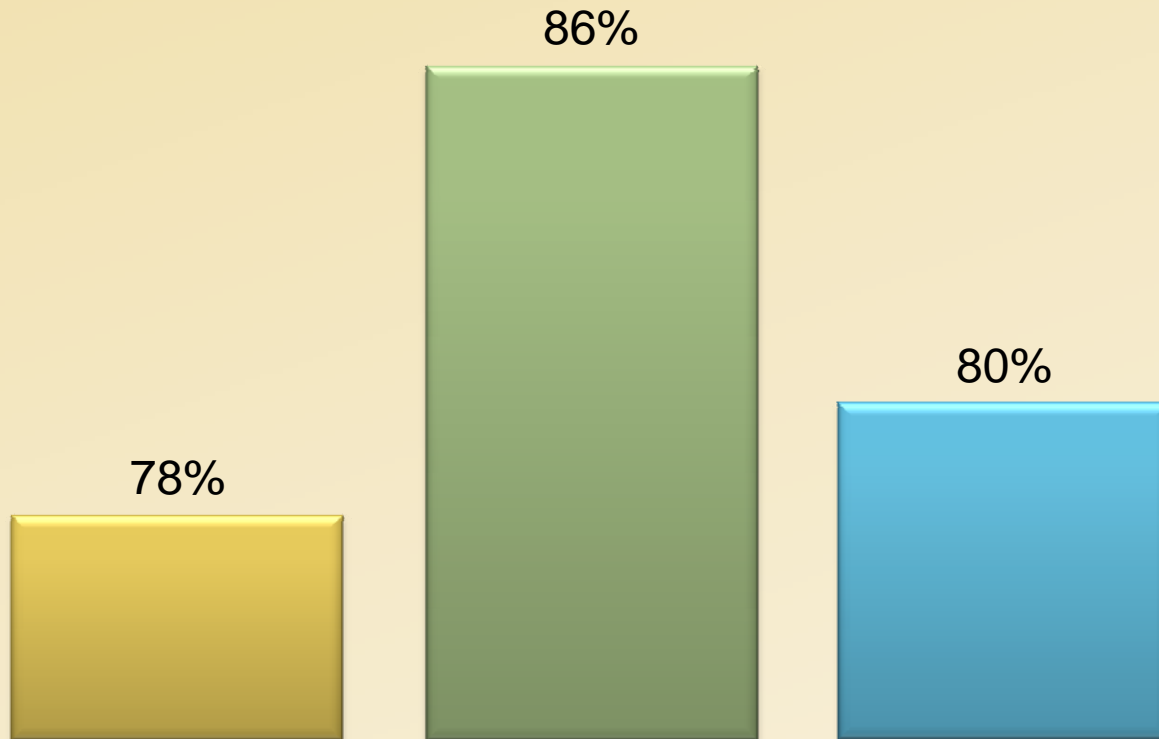- Faculty are responsive to student needs.

- Program requirements are clear and reasonable.

- Instructional materials are appropriate for program content.

- Faculty provide timely feedback about student progress.

- This institution responds quickly when I request information.

- I receive timely information on the availability of financial aid.

All in all, if you had to do it over would you enroll here again?

CLC 2007 CLC 2008 MN Online 2008

86%

80%

78%

Factors to Enroll

Factor	2008
Recommendations from employer	4.71
Distance from campus	5.68
Reputation of institution	5.94
Future employment opportunities	6.09
Cost	6.10
Financial assistance available	6.28
Program requirements	6.28
Ability to transfer credits	6.31
Work schedule	6.33
Flexible pacing for completing a program	6.36
Convenience	6.49
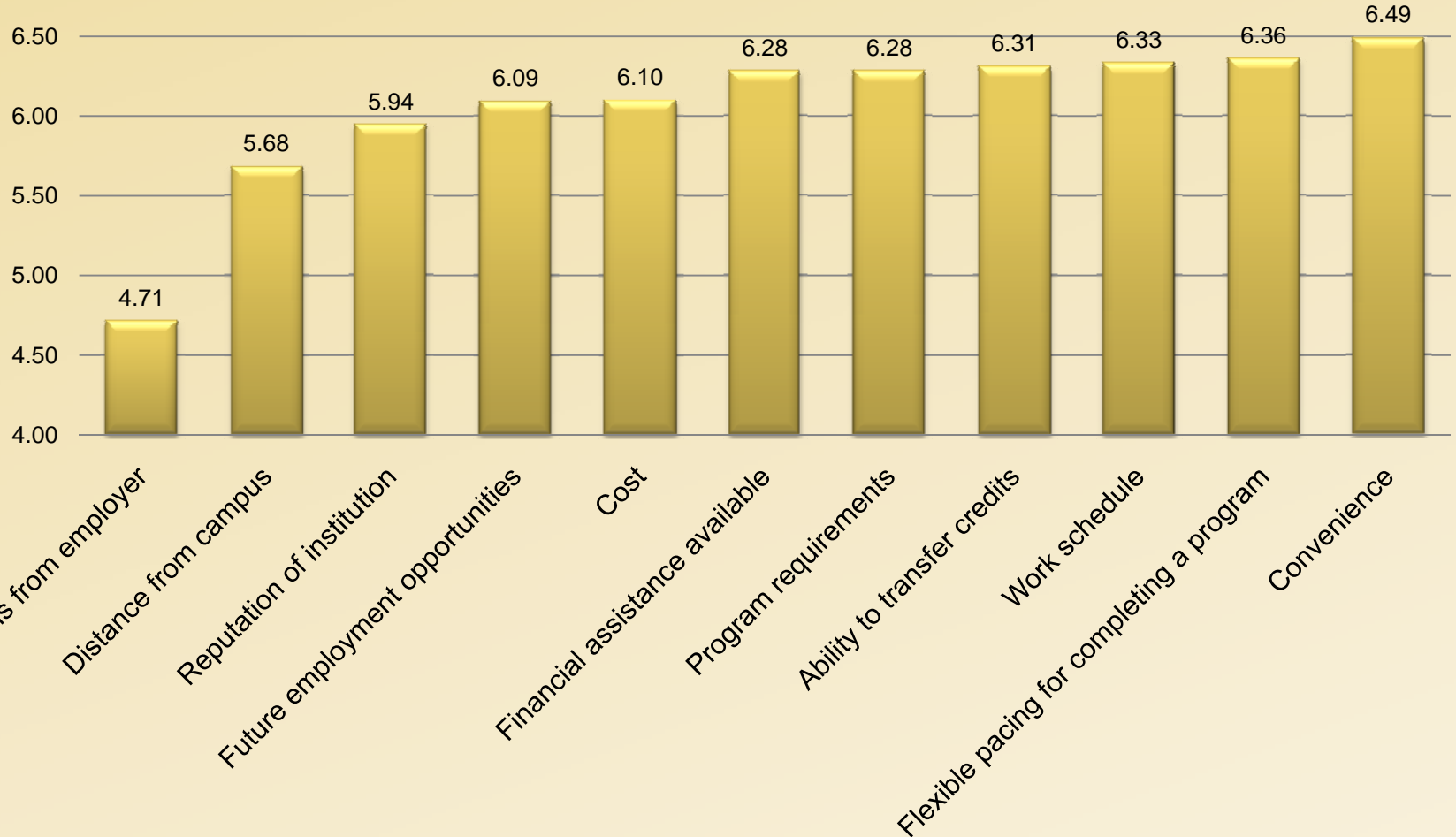
2008

N-L suggestions for what we do with our strengths?

- Use as positive feedback on campus
  - Share with faculty, staff, and students
- Use with admissions/recruiting materials
- Incorporate results in internal and external public relations plans
- Use departments or courses that are doing well as models
- Celebrate successes!

Challenges definition

- Importance score is above the mid-point (top 50% of your items)

  AND

- Satisfaction score is in the bottom quartile (bottom 25% of your items)

Challenges: Important to students and satisfaction is low.

- The quality of online instruction is excellent.

    Also for schools nationwide and MN 06 and 07

- Adequate financial aid is available

    An Exclusive challenge for CLC 06 and 07

- There are sufficient offerings within my program of study.

    Also for schools nationwide and MN 06 , a CLC Exclusive in 07

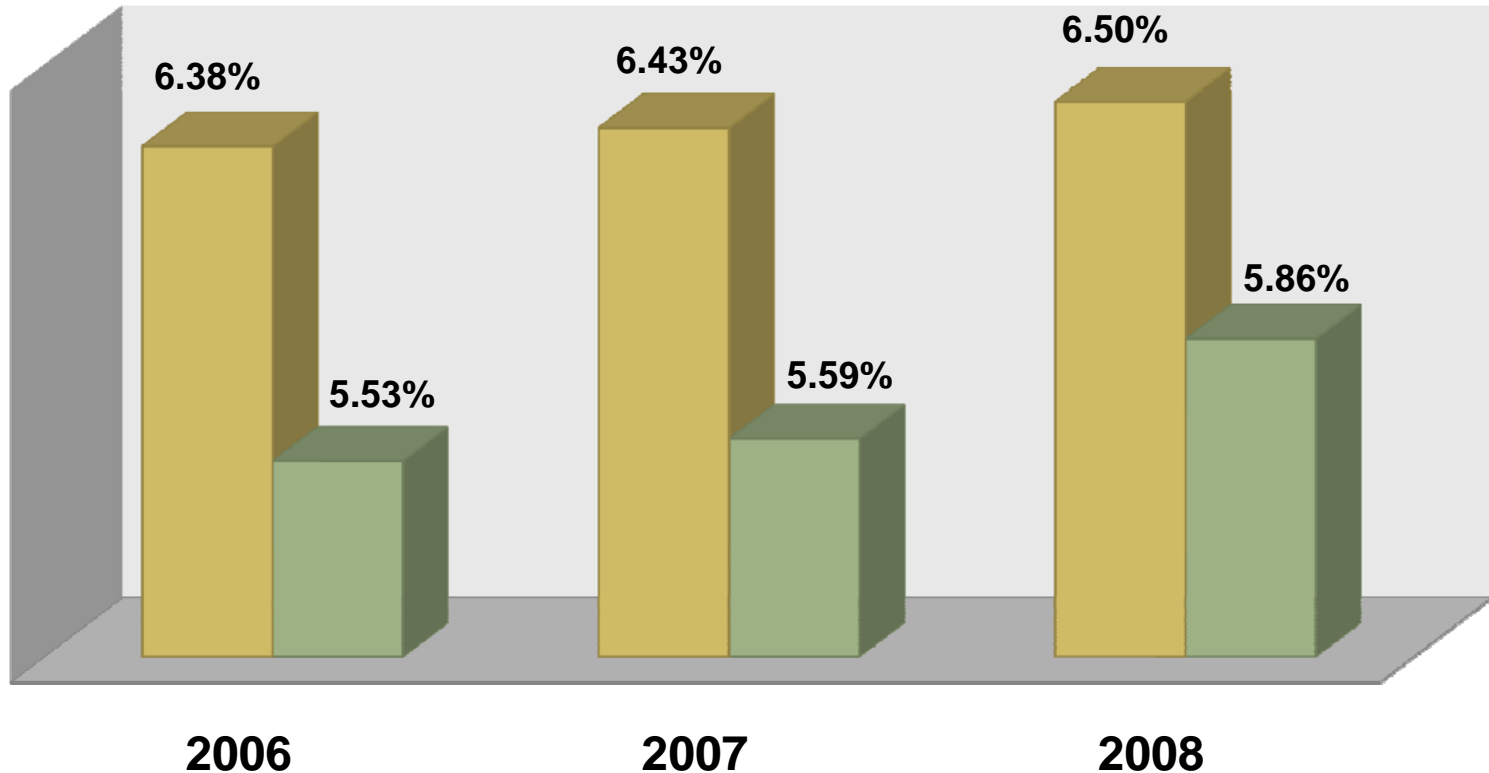- Tuition paid is a worthwhile investment.

    Also for MN 06 and 07

NEW Challenge Faculty provide timely feedback about student progress

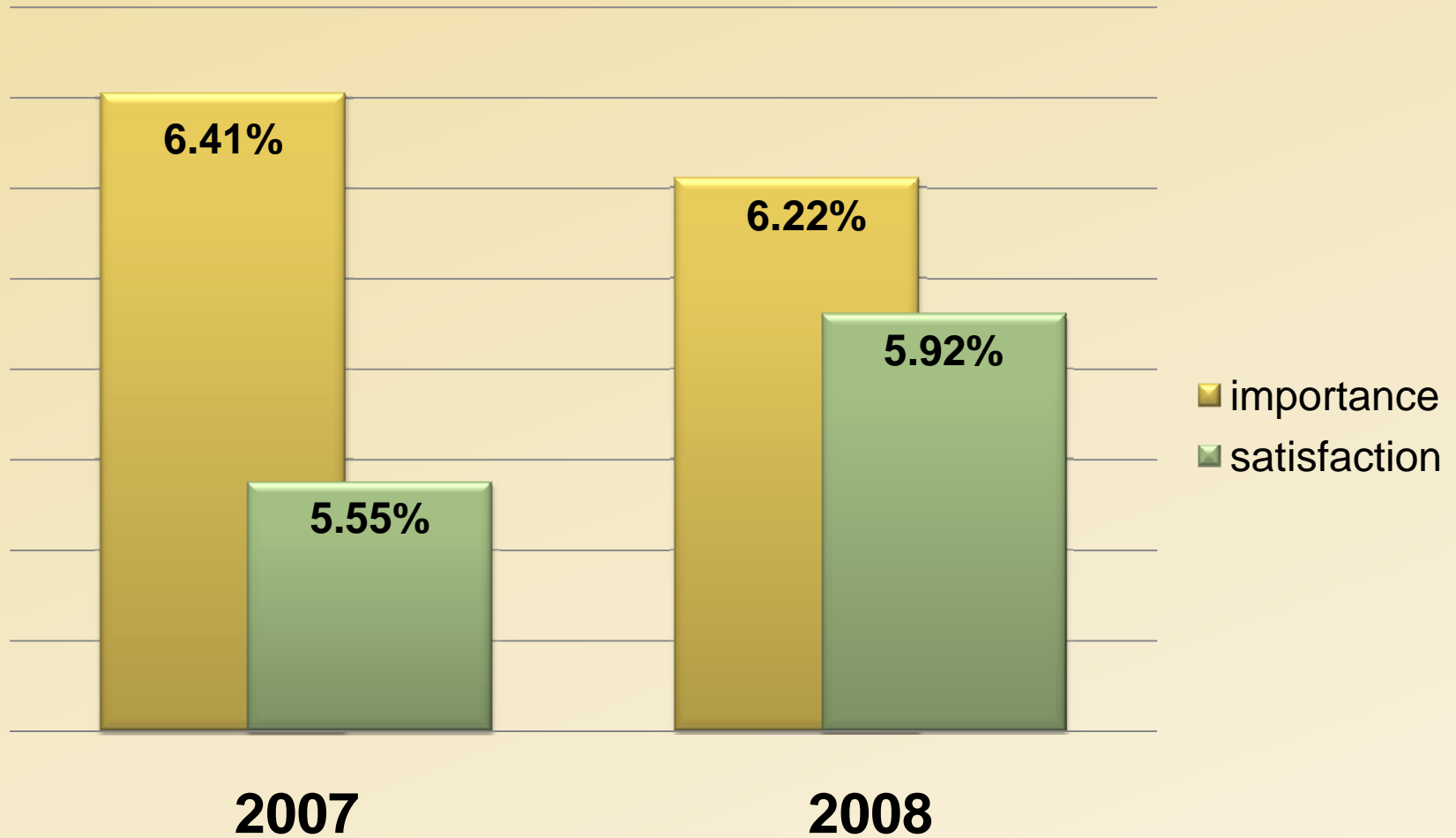# Challenges: Important to students and satisfaction is low.

- IMPROVEMENTS! The following are no longer challenges:

- Faculty are responsive to student needs
    - Also for schools nationwide and MN 06 and 07
- The initial information about my online class met my start up needs.
    - An Exclusive challenge for CLC 06 and 07
- The bookstore provides timely service to students.
    - Exclusive Challenge for CLC in 07

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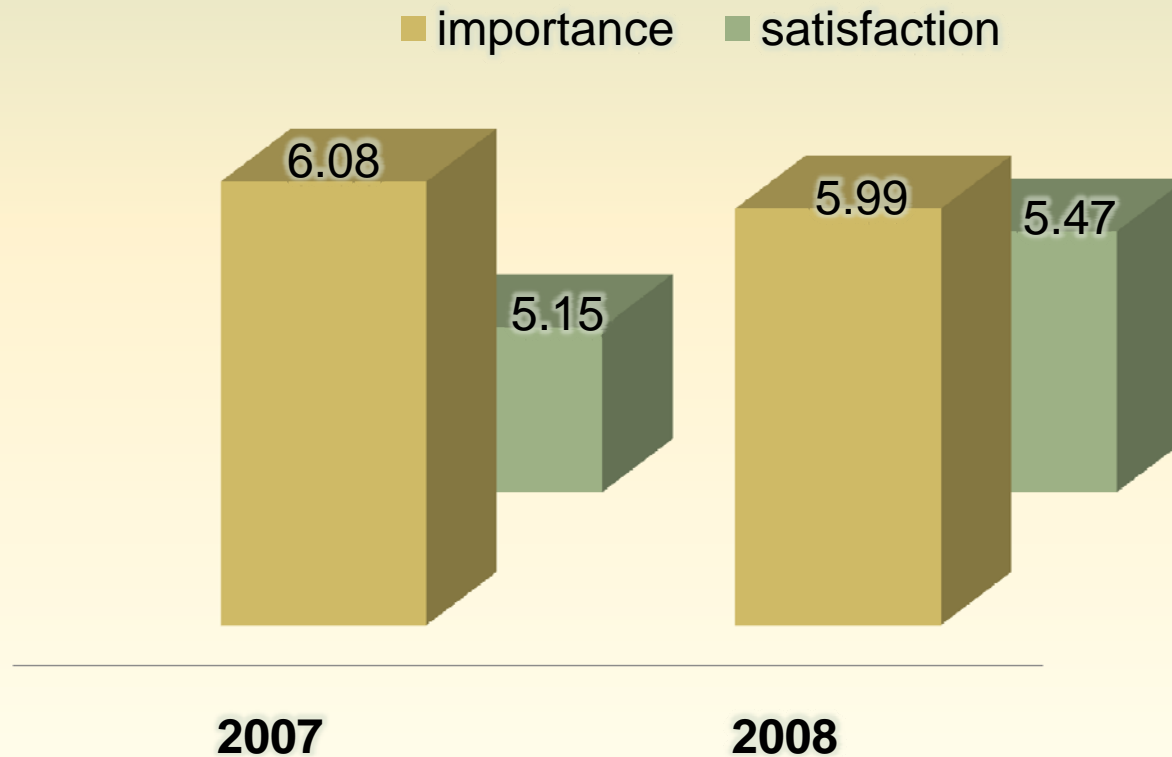Initial information provided about my online class met start up needs

importance satisfaction

2006: 6.38% (importance), 5.53% (satisfaction)
2007: 6.43% (importance), 5.59% (satisfaction)
2008: 6.50% (importance), 5.86% (satisfaction)

Bookstore Provides Timely Service

Procedure for purchasing textbooks online is convenient

■ importance ■ satisfaction

6.08

5.99
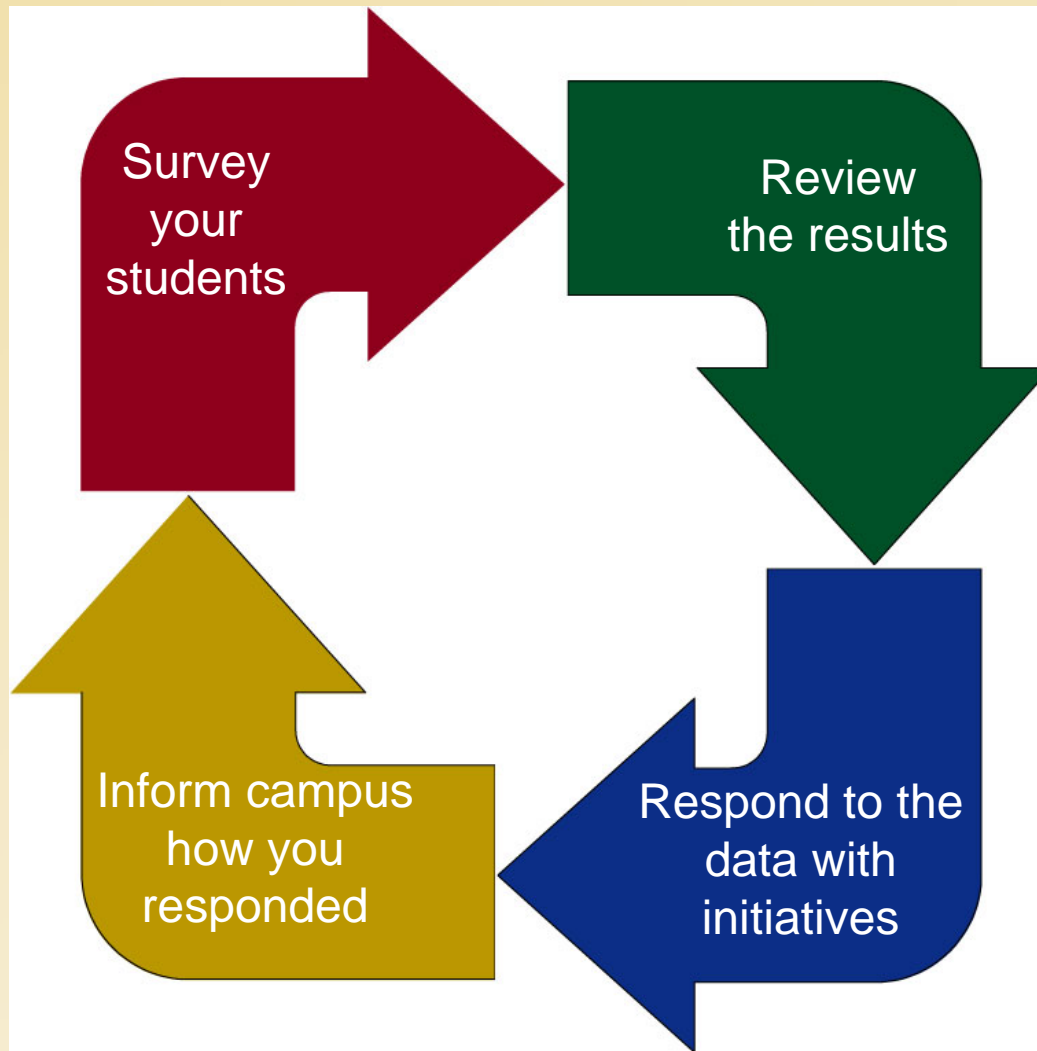
5.47

5.15

2007　　　　　　　**2008**

N-L Suggestions for what to do with our challenges?

- Attempt to respond on no more than 3-5 for any given academic year
- Some challenges can be grouped together under a broader umbrella
- Determine some activities that are program-wide and those that may be specific to demographic groups or departments on campus
- Consider conducting focus groups to better understand the issue from the student perspective, and to begin the problem-solving process (online chat opportunities)
- Establish next steps and timelines for initiatives
- Inform the campus of the plan
- Work the plan
- Inform the campus when changes have been made
  - "This change brought to you by the satisfaction survey"

Suggestions for approaching initiatives

- Areas that can be fixed with appropriate information
  - Example: Tuition paid is a worthwhile investment. Faculty provide timely feedback.

- Short-term/quick response items
  - Examples: Information given on how to get started in an online course.

- Areas that need to be part of a long-term strategic plan
  - Example: Sufficient offerings in the program of study

Systematic assessment cycle

Survey your students → Review the results → Respond to the data with initiatives → Inform campus how you responded

For consideration: Suggested "Next Steps"

- A communication plan:
  - Staff
    - Open session presentations of the survey findings
    - E-mail
  - Students
    - Thank students for participation
    - Inform students of actions based on survey results.
- A work plan:
  - Integrate with online learning subcommittee

Responding = Caring

- When we improve areas that have been bothering students, we can influence their decision to stay at our institution.

- If we ignore issues that they have been trying to bring to our attention, we run the risk of influencing their decision to leave our institution.

- When students see changes as a result of their feedback, they know we care about them and what they think.

Noel-Levitz®

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