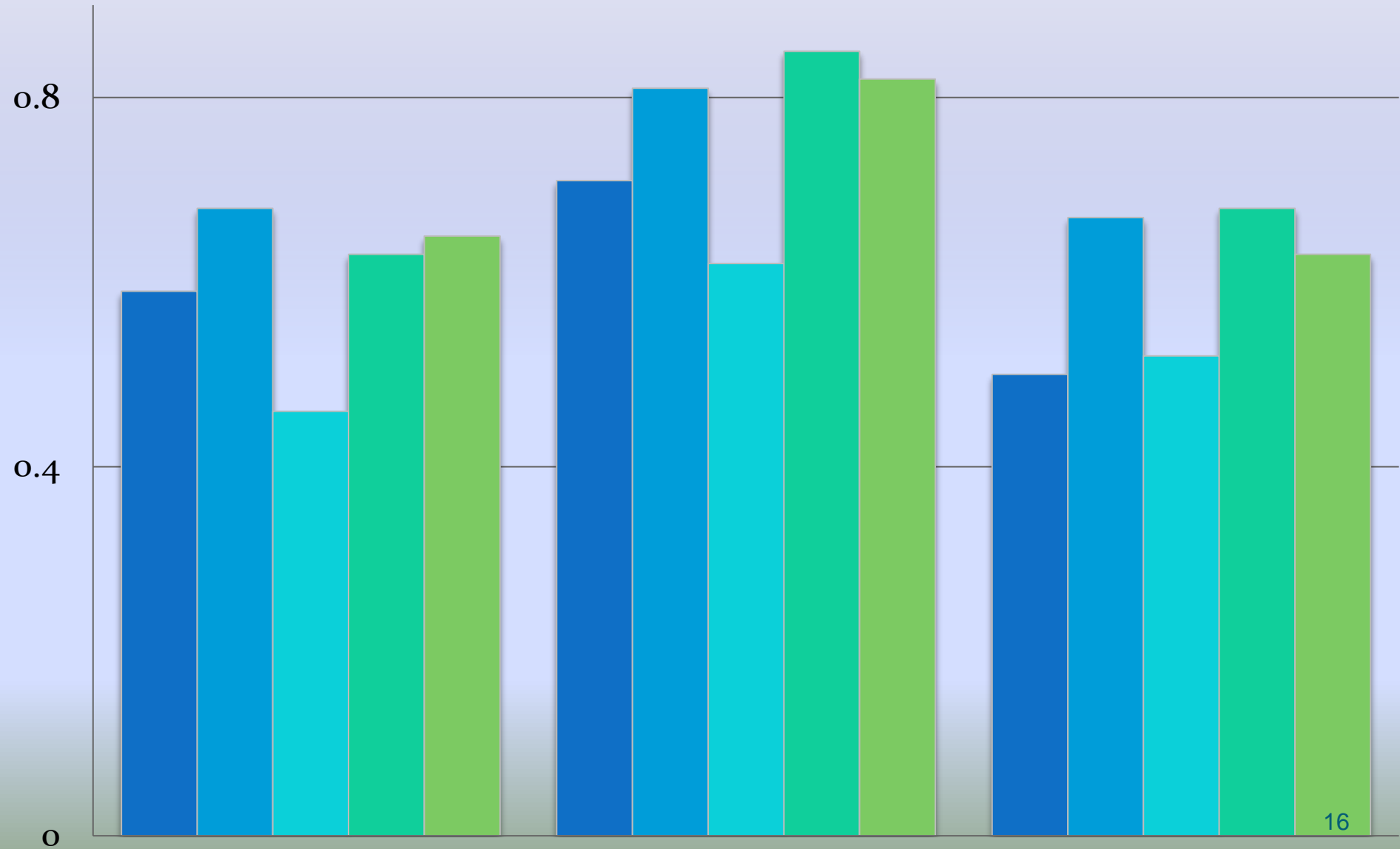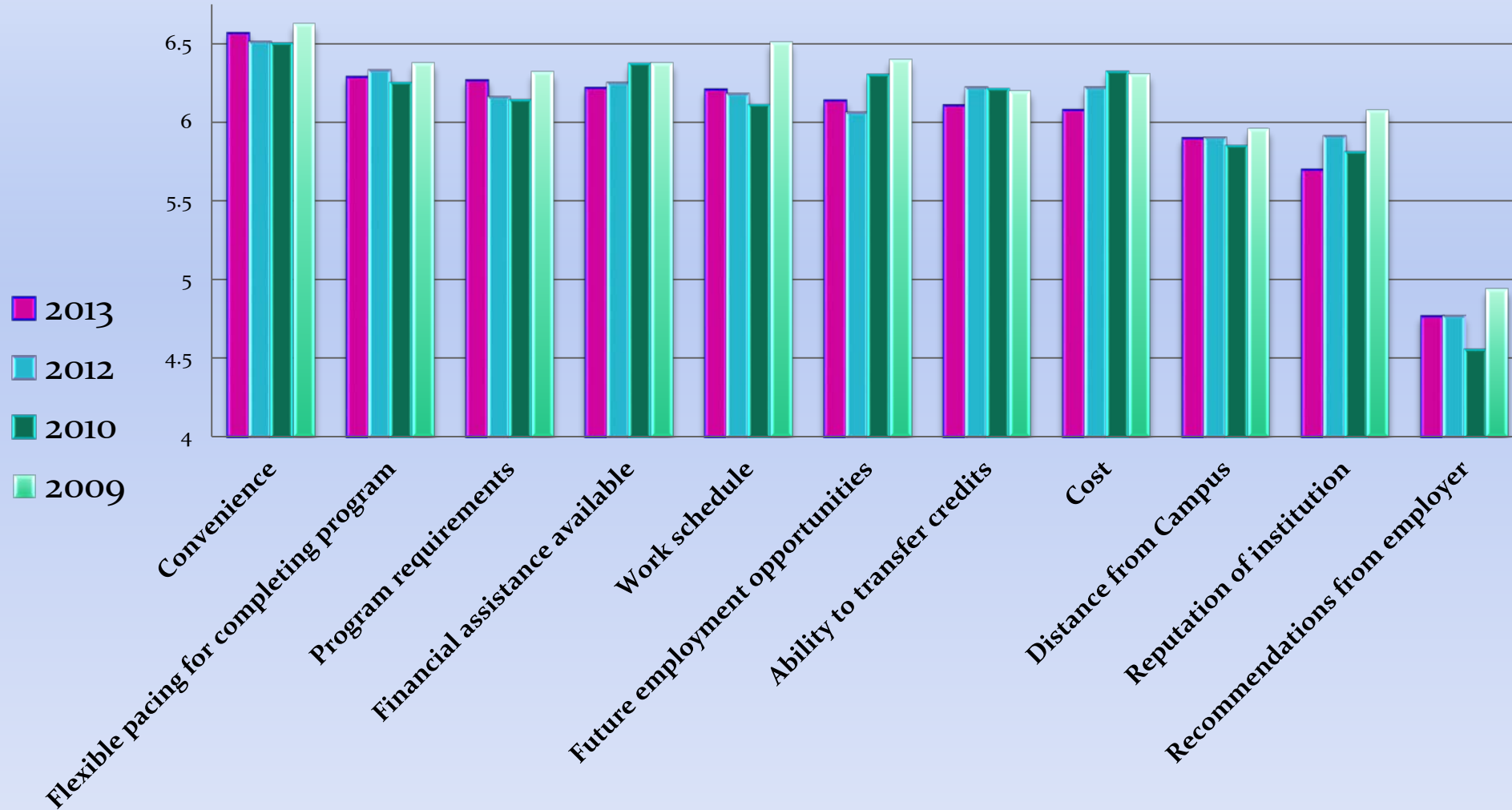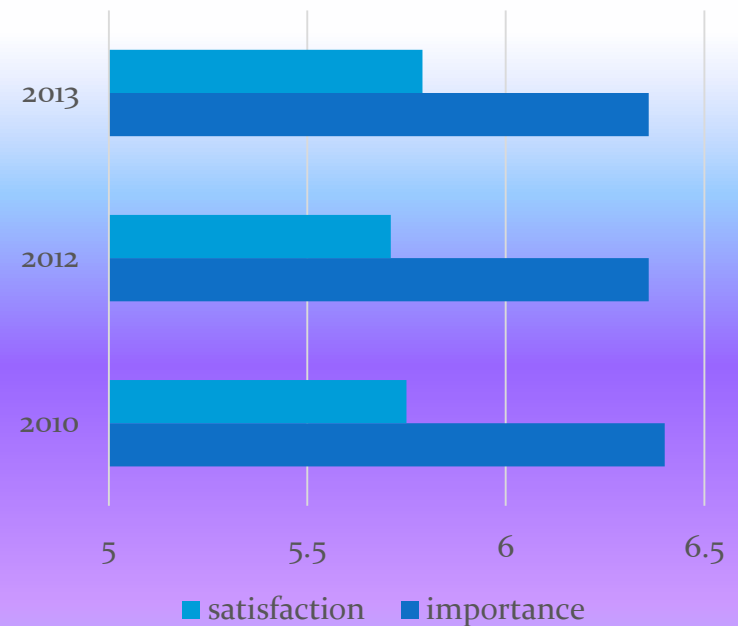# Gap In Satisfaction

Factors to Enroll - Yearly Comparison

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Since 2010, CLC registered highly in this strength:

Initial information provided about my online class met start up needs
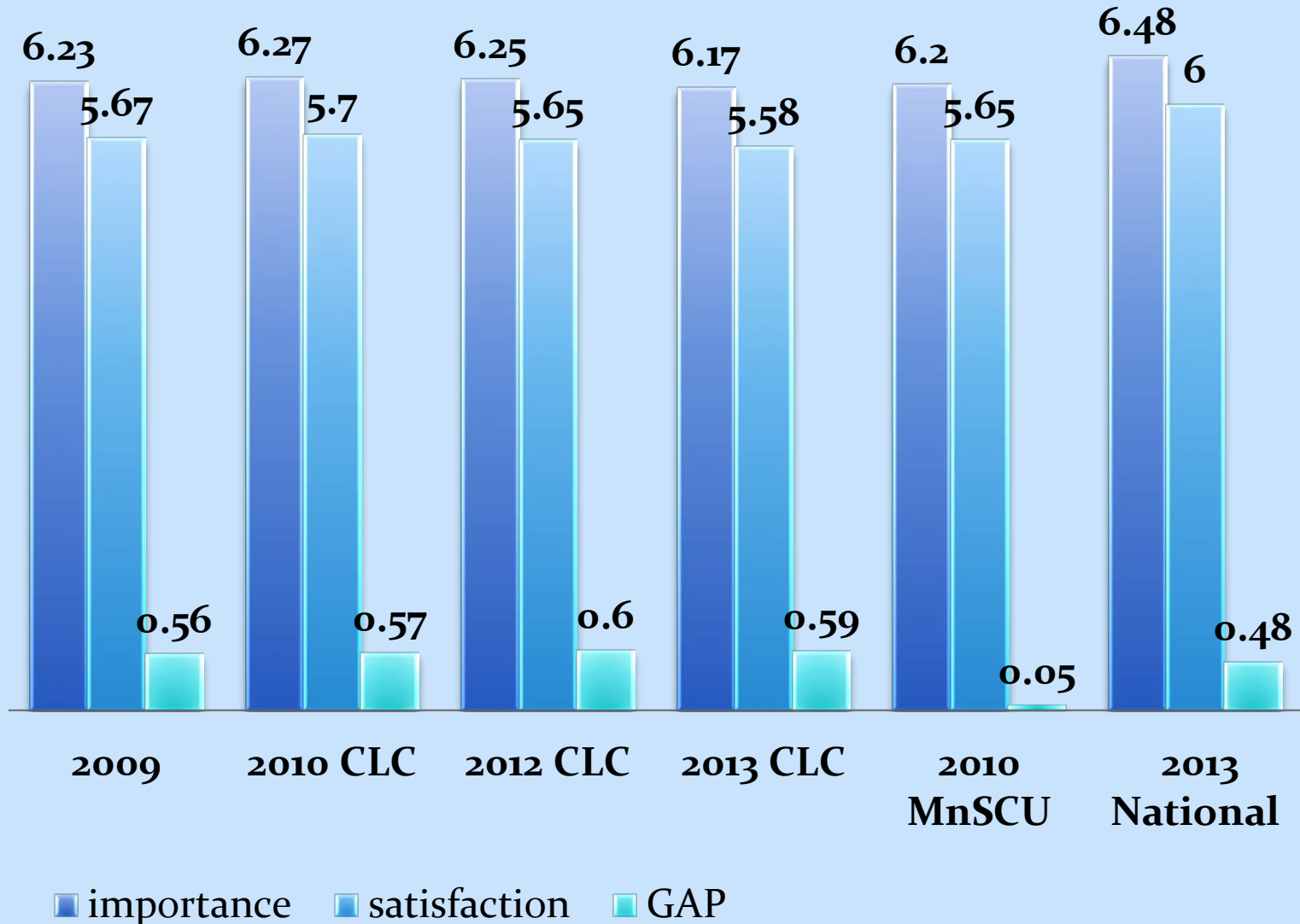(campus item #9)

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)

Appropriate technical assistance is readily available

	2009	2010 CLC	2012 CLC	2013 CLC	2010 MnSCU	2013 National
importance	6.23	6.27	6.25	6.17	6.2	6.48
satisfaction	5.67	5.7	5.65	5.58	5.65	6
GAP	0.56	0.57	0.6	0.59	0.05	0.48

■ importance ■ satisfaction ■ GAP

21

Procedure for purchasing textbooks online is convenient

importance   satisfaction   GAP

importance
satisfaction
GAP

2013   2012   2010   2009
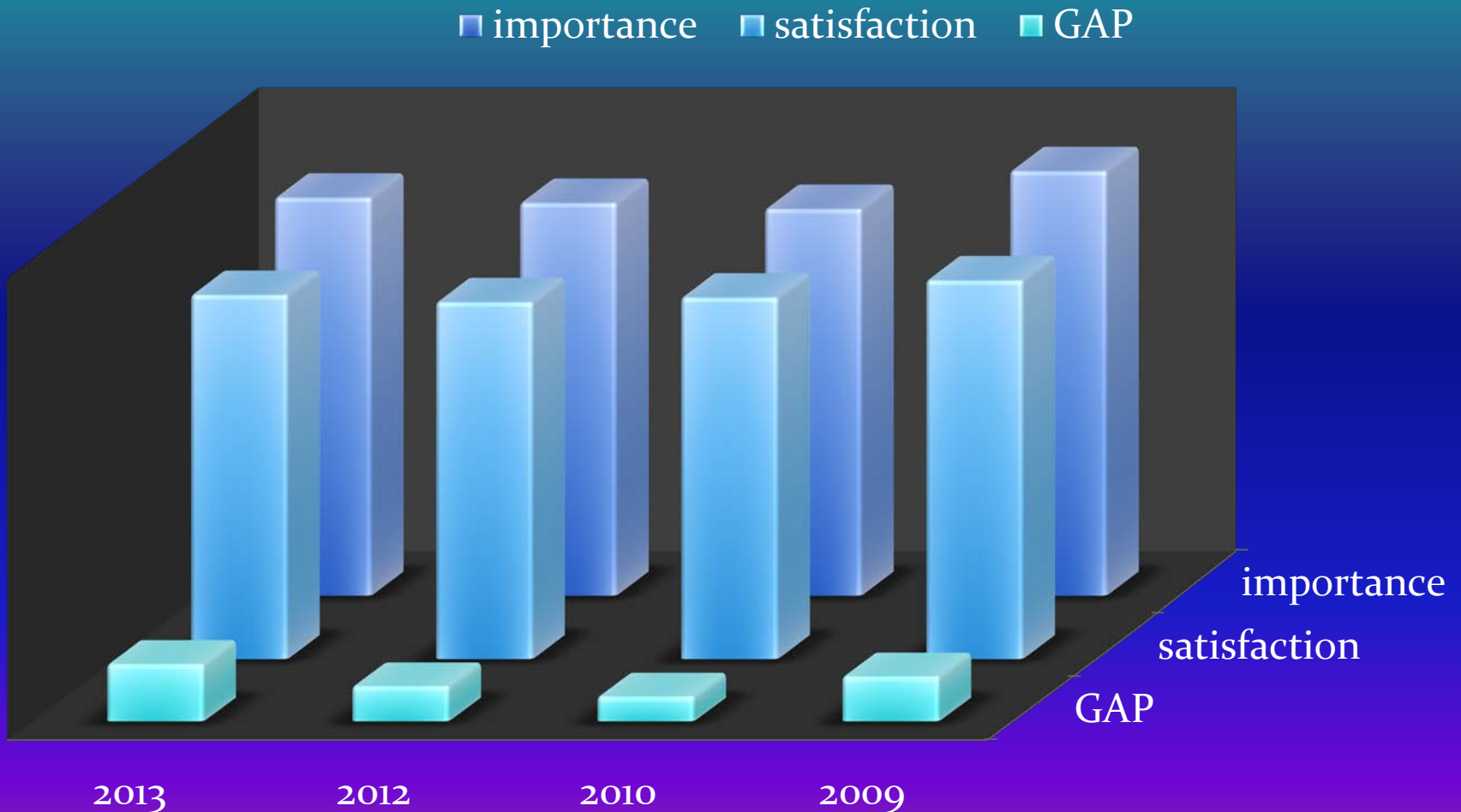
Challenge:
This institution has a good reputation

■ CLC 2009   ■ CLC 2010   ■ CLC 2013

importance: 5.91, 6.00, 5.91

satisfaction: 5.99, 5.63, 5.74

importance   satisfaction
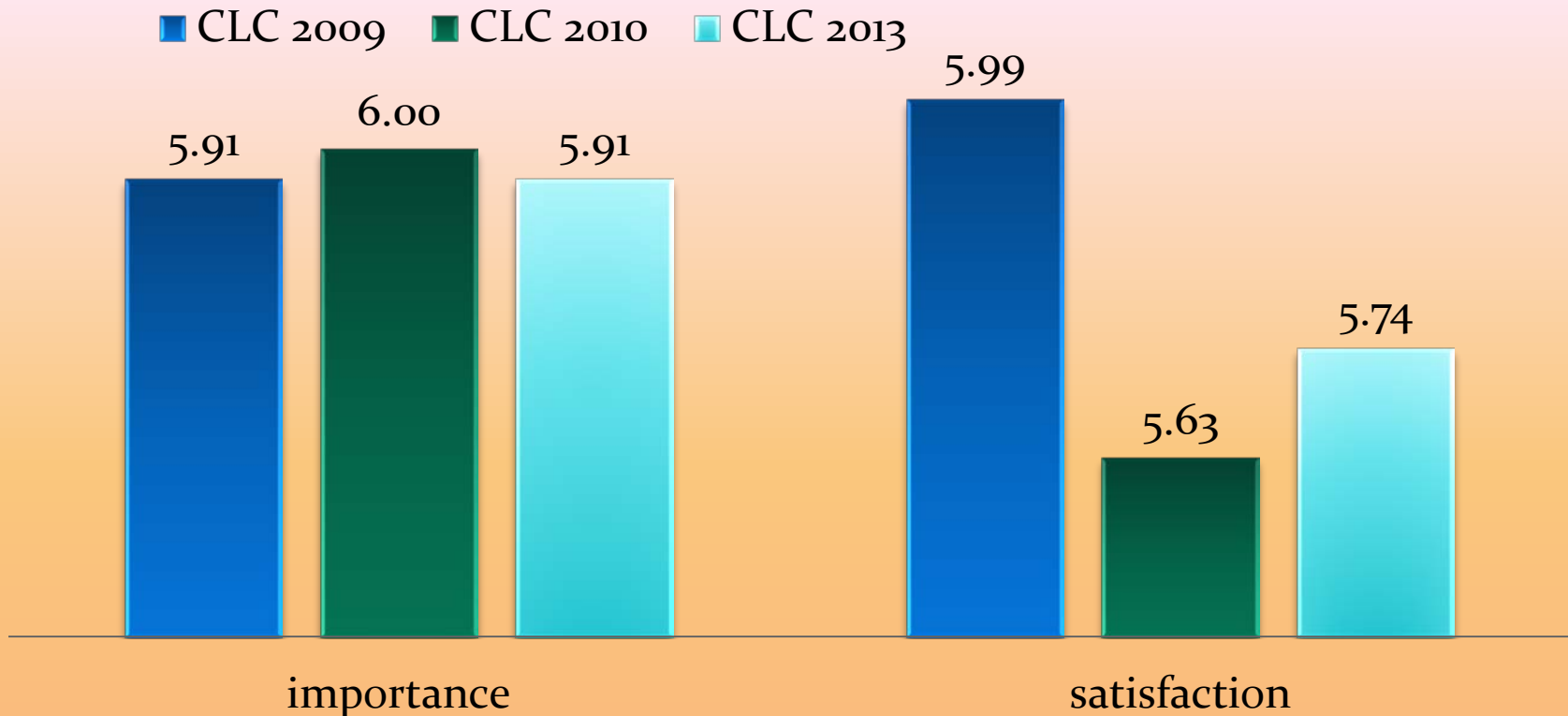
Challenges:
Important to students and satisfaction is low:

- The quality of online instruction is excellent. (Question #20)

  Also a challenge for schools nationwide and MnSCU

CLC - Quality	2010	2012	2013
Importance	6.50	6.49	6.46
Satisfaction	5.47	5.28	5.38
Gap	1.03	1.21	1.08

- Adequate financial aid is available. (Question #9)

  More satisfied than National learners in 2013

- There are sufficient offerings within my program of study. (Question #12)
  Also for schools nationwide and MnSCU

- Tuition paid is a worthwhile investment. (Question #6)
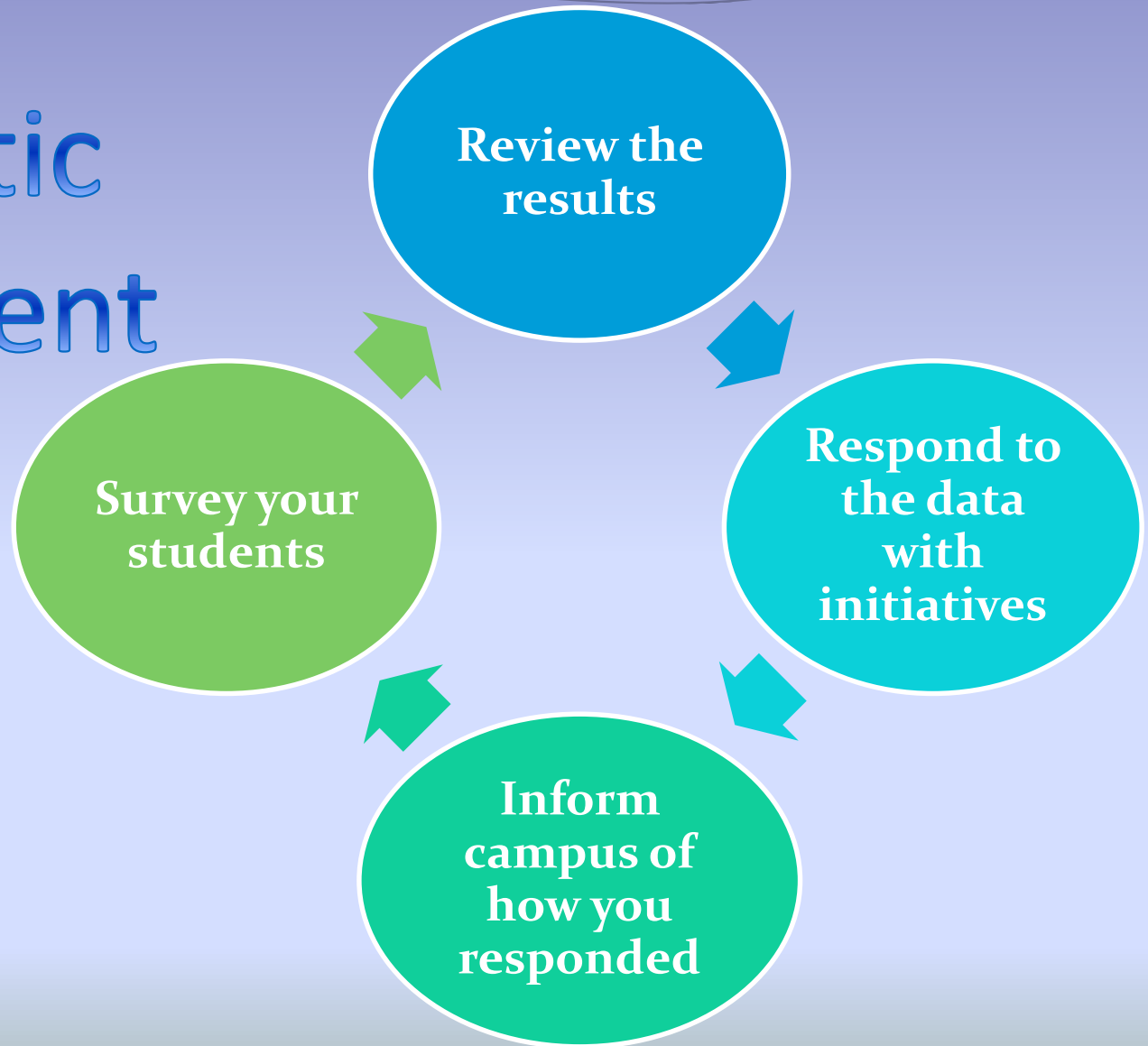 Also for MnSCU

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
  - Example: 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

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

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.