The satisfaction assessment analysis report consists of graphic and tabular data presented as a dashboard as well as a secure link requiring-eraider login to the narrative data (student comments).

**Areas for focus of attention:**

- **Target Value**, 0.00 (color code green), ideal Gap Analysis Value (GAV), used for rapid identification of areas above and below the target;

- **School of Nursing Gap Analysis Value limits**, ± 1.50 (color code red), used for rapid identification of areas between the two limit values; and

- **Median Value**, ± 0.75 (color code yellow): used for rapid identification of the threshold of areas of strength (items below the line) and opportunities (above the line) for improvement.

**Achievement goals for each item (as well as each program, and entire school)**

- **Tool items with Gap Analysis values at or near zero** indicate ideal balance between actual (agreement mean) and expected (importance mean) outcomes, as well as achievements of the target values.

- **Tool items with Gap Analysis values between 0.75 and 1.50 or exceeding the ± 1.50**, Limits indicate clear opportunities for improvement via development and implementation of improvement action plans.
  - Items are categorized as Class Items, Course Faculty and Staff Items, and Clinical/Practicum/Field Items.

  The goals for achievement are as follows:

  - **The Total Agreement Mean 0.0** to meet or exceed the Ideal Target Value; and
  - **Total Gap Analysis Value at or near zero**
  - **Return Rate ≥ 33%. For Course Assessments, the return rate ≥ 85%**.

Faculty reflection is required to determine whether Gap Analysis Values may be the result of episodic event or patterns of outcomes. Improvement Action Plans are developed, implemented and assessed for items with Gap Analysis Values ≥ 0.75.
General categories of numerical data in the table are summarized as follows:

- **Based on the SON limits for the upper and lower Gap Analysis values, + 1.50**, any item with a value near, at, or exceeding the upper limit is color coded red and is considered an opportunity for improvement via Improvement Action Plan development and implementation.

- **If the Gap Analysis Value is at the ideal target value of zero**, the area addressed by the item is color coded green and perfectly balanced for amount of effort devoted to the area and respondent expectation for satisfaction.

- **If the Gap Analysis Value is near, at, or below – 1.50**, the amount of effort being exerted is color coded green and considered excessive. The area is considered an opportunity for review.

- **Because of the CQI focus, Commission on Collegiate Nursing Education (CCNE) and Southern Association of Colleges and Schools Commission on Colleges (SACS-COC) expectations for continuous quality improvement, even in areas where most of the item Gap Analysis values were at or near zero**, areas of strength and opportunities for improvement must be identified. Improvement opportunities can be selected by identifying the areas with Gap Analysis value(s) farthest away from zero and/or exceeding the 0.75 Gap Analysis Value. Thus, for each, faculty must identify strength areas and improvement opportunities based on Gap Analysis Values.

Additionally, the analysis reports are distributed, as applicable, to administrators, faculty, staff and the Process Improvement & Evaluation Council, (EC). The EC suggest strategies-for consideration by councils, faculty, staff, and administrators to assist in the continuous quality improvement decision-making process.

**Summary**

In summary, the format for presenting the results has several advantages as follows:

- **Data for identification of areas of strength and improvement opportunities are quickly identified via the Gap Analysis Values. Values at or less than 0.75 are considered strengths, values between 0.75 and 1.50 or greater than 1.50 are considered improvement opportunities, and values farthest from the ideal Target Value of zero are considered improvement opportunities when all Gap Analysis Values are at or less than 0.75.**

- **The Course Satisfaction Evaluation Analysis report can be attached to the End-of-Course Faculty Assessment and Improvement Planning Report “as is,” without requiring preparation of a separate summary by the faculty.**

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