

# ADLER CANDOR



**ADLER**  
SCHOOL of Professional  
Psychology

Special Edition

December 2008

*Special Edition*

*2008 Noel-Levitz Results*

*Fall 2008*

## 2008 Noel-Levitz Results Inform the Adler School Community

Administration of the Noel-Levitz Adult Student Satisfaction Inventory was completed by Adler School students on the Chicago and Fort Wayne campuses during the Spring 2008 term, and the results of this important feedback survey have been reviewed by the School's Leadership Team, Student Services Team, Finance and IT team, and Academic Directors Team. Through Noel-Levitz, students provide two important types of feedback about 79 specific aspects (referred to as "items") of the Adler School learning environment. They rate the **importance** of each item as well as their **satisfaction** with these same items.

It is our objective to use the Noel-Levitz survey process to listen to student feedback and implement processes and solutions to better meet the needs of Adler School students. It is important to us that your learning experience is the best that it can be, and we will continue to listen to your feedback to assure continued improvement to student satisfaction in all areas of our learning environment.

We are pleased to share with you that the 2008 results indicate that your satisfaction has increased in key areas of the School including the quality of academic advising, service excellence, and admissions and financial aid.

### **On a more specific level, your feedback indicates strong satisfaction with the following items:**

- I am interested in seeking community based employment opportunities when I graduate;
- I have a good understanding of the core competency areas that students are required to demonstrate;
- Issues related to diversity and social justice are discussed openly and honestly;
- I have a good understanding of what it means to be a socially responsible graduate of Adler School;
- The Adler School environment supports collaborative learning;
- The School's campus facilities are clean, well kept, and support excellent teaching and learning;
- I am adequately informed of academic and administrative policies.

**In addition to these areas of strengths, students identified areas of needed improvement that cluster into areas that will be the priority for improved process and resources in 2008-2009.**

Enhancing student-facing technology;  
Registration and course scheduling;  
Service excellence;  
Academic and instructional excellence.

**What follows is a summary of how we will be focusing on these four priorities:**

**Priority: Enhance Student-Facing Technology**

Students provided feedback indicating low satisfaction levels in technology resources. In particular, throughout the 2007-2008 academic year, the student email system experienced consistent outages and was unstable and unreliable. In July 2008, the IT department implemented an email system conversion, switching student email service from an internally managed system, and providing all students with Gmail accounts. We are pleased to share that this outsourced Gmail service has been highly reliable with no system outages have been reported since the cutover.

Students also identified the need for increased availability of computers for student use in the School's computing labs. While space limits our ability to significantly add computer labs in our existing facility, the IT department has expanded wireless connectivity and accessibility throughout the campus.

**Priority: Improve Registration Services and Course Scheduling**

Students provided feedback indicating low satisfaction levels in convenience of registration processes, course scheduling conflicts, and convenience of class times. Efforts to affect a more convenient and efficient registration process began in 2007-2008 and continue throughout the 2008-2009 academic year. These efforts have focused on the implementation of on-line registration and other functionalities through the WebAdvisor module of the School's integrated administrative software system, called *Datatel Colleague*.

During the 2007-2008 academic year, the WebAdvisor core team was formed, led by Jim Cavanaugh, Director of Business Operations, and including Sheba Jones, Registrar, Terri Esch, Director of Financial Aid, and Meghan Rivard, Student Finance Manager. This team conducted planning and created the implementation plan for the WebAdvisor module. The WebAdvisor module provides an online portal through which students can view their schedules, transcripts, and register for courses each term. In the Spring 2007 term, students enrolled in the MAF and MAT degree programs participated in a trial run of the system by registering on-line for Summer 2008 courses. This trial run provided critical information and allowed us to flush out system anomalies (a.k.a. bugs) in anticipation of all degree programs being loaded for on-line registration.

This year, we are completing the full implementation of Colleague WebAdvisor. During the Fall 2008 term (as this report is being written), all Adler School students are participating in online registration for the Spring 2009 term. With Adler School students and staff currently manning help lines and training posts to assist students, we will be watching closely to see how well this new process meets the needs of Adler School students, and how it improves convenience of course registration.

Efforts to improve course scheduling convenience have included the development of a year-long schedule to support academic advisement, improvement of the distribution of courses from Monday through Sunday including mornings and evening class times, and the development of online courses, available in all programs. Currently, there are 116 Adler School students enrolled in 9 online courses.

**Priority: Improve Service Excellence**

Although student satisfaction with *service excellence* improved over-all from 2007, students provided specific feedback showing low satisfaction with some aspects of service excellence. Since early 2007, many initiatives have been put in place to improve service excellence on campus, including the development of team and specific service excellence goals, process reengineering, and improved communication standards. Still, we have more work to do in this area.

This year, we will continue to address many aspects of service excellence including improving response rate to student inquiry and complaints and improving intradepartmental processes and communication. But there is one initiative that should be highlighted here. We are taking a bold step to relocate all student service functions to one centralized location - on the 10<sup>th</sup> floor - in order to provide a "one-stop" student service center. This center will include the following non-academic student service and support offices:

**Student Service Center:**

Admissions

Registration Services

Career Services

Disability Support Services

Financial Aid Counseling

Student and Alumni Affairs

Student Billing

Currently, these service areas are scattered across several floors of our campus. By bringing these services into one location, students will be able to tap into an array of support and services including seeking assistance with registration or graduation planning, tapping into student loans and scholarships, working with career services to identify how they want to make a difference upon graduation, as well as many other services.

Once the student services offices are relocated to the 10<sup>th</sup> floor, faculty offices will be shifted to cluster faculty in program or discipline-related groups across the 17<sup>th</sup>, 21<sup>st</sup>, and 22<sup>nd</sup> floors. Clustering faculty and the student services staff will provide added convenience and communication to students, in addition to enhancing both informal and formal communication between service departments. All office shifts will be completed in December 2008.

**Priority: Continue to Improve Academic and Instructional Excellence**

Students indicated low satisfaction ratings related to receiving timely feedback from faculty members on progress; quality of instruction; adequacy and accessibility of career services; and the utility of the Training Department practicum/internship database and application in promoting training opportunities. Several of these concerns (timely feedback from faculty and quality of the Training Department practicum/internship database) have been found in previous years. While they remain areas of concern, the positive news is that on both items students reported higher levels of satisfaction than previous years. These improvements are likely due to measures taken in the past two years in both of these areas.

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Improvements in providing students with timely feedback include changing assignment of student advisees to faculty teaching seminars in which they are enrolled; the introduction of the Professional Development Seminar for first year students; a more rigorous enforcement of deadlines for submission of grades; and efforts to encourage faculty to utilize grading rubrics and other standardized feedback forms to evaluate students' work. The importance of detailed, useful and timely feedback continues to be an area of emphasis for faculty. Program Directors and the Student Learning Committee both continue to be actively involved in working with faculty to review procedures used to evaluate students' work, identify problems that interfere with a reasonable turn-around time in returning students' work, and continuing to develop evaluation tools and rubrics designed to provide students with useful feedback on their work in a time effective manner.

The Department of Training and Community Service has made considerable progress in enhancing the accuracy of and access to practicum and internship databases in the past year by creating an electronic database that is more accessible to students and easier to monitor and update. Efforts to expand and refine this database continue to be a high priority project for the department. Procedures used to disseminate information and prepare students for the internship and practicum processes are regularly reviewed by department members to identify how they can be improved.

Similarly, a review of the work of the Director of Community Service Career Development over the past two years was recently completed by Haydee Nunez and Dr. Gruba-McCallister. Based on this review, a plan was developed to recruit interested and qualified students to assist other students with areas of need such as resume preparation and interviewing skills. In the year ahead, more focus will be given to developing materials and information for students devoted to helping them to develop career plans following graduation that will enable them to be successful professionally while also devoting time and attention to socially responsible practice. This increased attention to helping students to individually define what socially responsible practice will "look like" for them will enable the career development office to more fully align its work with the School's mission.

The quality and/or relevance of instruction received by students is taken very seriously by both administration and faculty. In addition to the Noel-Levitz, other sources of data including the midterm and end-of-class evaluations are reviewed to constantly monitor the quality of instruction being delivered. Last academic year a substantial amount of resources was placed in faculty development to promote effective teaching and this continues to be an area of focus for this year. Other initiatives to promote strong teaching have included providing technology and training in its use so that it can be more effectively integrated into the classroom.

During this academic year, academic administration identified excellence in instruction as a top priority. Program Directors, faculty members and faculty committees have all been engaged to review the current program curricula and required coursework to ensure that the content is relevant and that instructional methods are effective. Faculty will continue to be provided with the resources needed to promote effective instruction and training. A newly revised faculty evaluation procedure includes other methods for evaluating faculty teaching, including Program Directors making classroom visits and meeting more regularly with adjunct faculty who teach in their programs. We are confident that these initiatives will continue to support the commitment of the Adler School to scholarship, innovation, relevance and academic excellence.

On behalf of the School's Leadership Team, we would like to thank the Adler School students who participated in the Noel-Levitz survey - not only for their input, but also for their valued and ongoing roll in the continuous improvement of the Adler School of Professional Psychology.