



ADLER CANDOR



ADLER
SCHOOL of Professional
Psychology

Special Edition

July 2011

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2011 Noel-Levitz Results

2011 Noel-Levitz Results in Action

History

Beginning in 2006, President Crossman implemented the use of the Noel Levitz Adult Student Priorities Survey in order to provide a means for students to communicate important types of feedback about the Adler School learning environment. The survey provides valuable information about specific components of our learning environment including 1) what is important to students, and 2) the corresponding level of student satisfaction.

The Analysis, Review, and Change Process

The Survey is typically administered on an annual cycle on both the Chicago and Vancouver campuses with the results being analyzed to identify items of high importance in relation to that same item's satisfaction rating. This gap analysis focuses on trends, and allows us to 1) identify aspects of our campus for which students indicate high satisfaction, as well as 2) prioritize and focus action steps on aspects of the learning environment that students identify as important and for which students feel low levels of satisfaction. The survey analysis is completed by the Institutional Research staff and is then reviewed by the Leadership Team, the Academic Chairs Council, the Student Services team, and the Finance and IT Team.

Once identified, the high importance/low satisfaction items are the focus of action plans that are intended to improve specific aspects of the Adler School learning environment. Each of the action plans is published in the Candor Community Newsletter which can be found on the Adler School website.

Spring 2011 Results

Administration of the Noel-Levitz Adult Student Satisfaction Inventory was completed by Adler School students on the Chicago campus during the spring 2011 term. Generally, students indicate satisfaction over time with both their own understanding of degree requirements and their understanding of the core competencies that are required. In addition, students show satisfaction over time with the responsiveness of their faculty advisors, with the way the School environment supports collaborative learning, and with the School's translation of its values of diversity into practice.

Spring 2011 Results, Cont.

This year's results indicate student satisfaction with aspects of the campus facilities, integration and understanding of issues of social responsibility, convenience of the registration process, academic advisement, and communication of campus events:

- The School's campus facilities are clean, well kept, and support excellent teaching and learning.
- Classroom locations are safe and secure for all students.
- Faculty members integrate issues of social responsibility, social justice and social inclusion into coursework.
- Students have a good understanding of what it means to be socially responsible graduate of the Adler School.
- Students are able to register for classes by computer.
- Students are able to complete enrollment tasks in one location.
- Faculty are usually available for students outside the classroom by phone, by e-mail or in-person.
- Academic Advisors are available at times that are convenient for students.
- Nearly all faculty are knowledgeable in their field.
- Faculty advisors respond to student inquiries in a timely manner. Academic advisors are knowledgeable about the requirements of the program.
- Students have a thorough understanding of their degree requirements.
- Students are interested in seeking community based employment opportunities when they graduate.
- Students are adequately informed about Adler School events.

Results also provide information regarding specific areas of the School's learning environment in which students wish to see improvements. These areas are summarized below with Noel Levitz items and content area listed with the corresponding action plans supplied by various offices and departments on campus.

Student Billing and Registration

Item #16 – I am able to register for classes I need with few conflicts.

The ease and usefulness of the course schedule and registration process lie between faculty chairs, who assemble the times, dates, and teaching assignments for each class section and the Registrar's staff who manages the online registration process and system. The Registrar's staff also oversees some registration rules such as term registration deadlines.

This year, the academic chairs have worked collaboratively to schedule the course sections for their respective programs. They have worked together to provide students across programs with a course schedule that allows them to register for courses with fewer conflicts or changes.

Academic Affairs has been working toward the goal of making registration for classes more predictable and with fewer conflicts. By the fall term, the Chairs' Council will have the draft of an annual schedule in place for the 2011/2012 academic year. This will help students to plan ahead. The Chairs' Council has been meeting regularly to map out this schedule and to collaborate across programs to ensure alignment.

Service

Item #29 – I seldom get the run around when seeking information at this institution.

Item #33 - Channels are readily available for students to express complaints.

Item #46 – This institution provides timely responses to student complaints. There is a process with timelines articulated.

This group of items is of particular interest due to the School's commitment to creating a supportive and responsive learning environment. Academic and Student Affairs will be hosting a series of focus groups in the Fall 2011 term to talk with students in order to better understand the challenges specific to students feeling that they are getting the "run around" as well as open channels for expressing complaints. While steps have been taken to minimize the run around, such as housing all non-academic student services in "one stop" service hubs, we believe that getting specific feedback to student needs regarding this issue will better inform our efforts to provide an efficient and well communicated service environment to Adler School students. While formal complaints have a written procedure that outlines the timelines for response, informal complaints do not have the same process requirements. We believe focus groups will help provide the additional context necessary to better understand the feedback regarding these items. These focus groups will be communicated through the Monday Student Announcements email beginning in September, 2011.

In addition, Academic Affairs is developing a three-year Excellence Plan that is focused on building new pathways for communication and collaboration. Among our "excellence outcomes" are: to establish efficient communication tools, to disseminate information efficiently and to increase shared decision making. To those ends, Academic Affairs will begin a regular blog with students beginning in the fall; will provide more effective signage in the training area for easier access; and will communicate regularly through community newsletters. These activities will help to ensure that everyone at the Adler School has a list of resources and where to go for specific information.

Career Services

Item #38 – Career Services are adequate and accessible for students.

Students have indicated the need for better support in the area of career services. This summer, the Office of Student Affairs will be adding a dedicated Career Services Director to develop and launch a career services and development for Adler School students. In the 2011-2012 year, we look forward to a focused expansion of practical career skills and broader career development for Adler School students.

Additionally, the School has provided new types of career services support in 2010-2011 through the Center for Learning and Teaching (CLT) and also through our contract with the Career Transition Center (CTC).

Our partnership with the Career Transition Center, a not-for-profit organization which provides support to those seeking a job, looking for meaningful work or otherwise undergoing a career transition, provides Adler School students and alumni with services that include workshops, training seminars, career planning and networking events. More information regarding how to get involved and upcoming CTC events is located on the Student Services Hub Moodle site.

There will continue to be on-campus opportunities throughout the year for students and alumni to attend workshops and presentations from CTC on our campus. In addition, Adler School community members can get additional services with the CTC at a substantial reduction of cost (\$100 fee for the first quarter 3 months). Information about the CTC is listed below for your review:

Career Transitions Center of Chicago

703 W. Monroe Street, Chicago, IL 60661

Phone: (312) 906-9908

Email: host@ctcchicago.org

Website: www.ctcchicago.org

Career Services, Cont.

In addition, the Center for Learning and Teaching is hosting a series of career counseling and services this year. Among the services available to you are one-on-one CV and resume development, cover letter review, and one-on-one coaching to develop interview skills..

The CLT also provides workshops on interview skills in which participants practice answering questions in a format that draws inspiration from the “speed-dating” phenomenon. Under the facilitation of the workshop leader, participants pair with each other and take turns playing the parts of interviewer and interviewee. This workshop, utilizing a collection of approximately two dozen interview questions, helps students gain confidence in their interview skills while also becoming aware of the types of questions that they should expect and which ones they are not yet prepared to skillfully answer. The session concludes with a general discussion in which students and facilitator share their experience, offer tips, and suggest next steps for those who have identified growing edges through the exercise.

Students can also take workshops to help them develop their “elevator speech” which gives participants a working understanding of what an elevator speech is, why it’s important, and how to use it. They practice writing and giving their elevator speeches and receive feedback during this one hour workshop.

Training

Item #66 – There are sufficient clinical training options to fit my area of professional interest.

Item #67 – Training department practicum/internship database and application procedures provided effective search for practicum sites.

Item #68 – The Training Department has been available and responsive in addressing my clinical training questions and concerns.

The Division of Integrated Community Service team met to review the results of the Noel-Levitz Survey. This team includes staff and administrative faculty who oversee the Community Services Practicum (CSP), clinical/counseling practicum and internship process, and Adler Community Health Services (ACHS). The group focused primarily on student responses to the three survey items above that indicate a gap between level of importance and satisfaction.

The following action items emerged from our review:

The Practicum Management Tool (PMT) has been managed by an external company until this time and the ability to address problems with accuracy of data, access to the system by site supervisors and students, and ease of use has been problematic. By the beginning of June the IT Department will complete the process of moving all management and oversight of the PMT “in house” and it will be administrated by a programmer (new hire approved and search is in process) and our current Database Manager (Adonya Collins). Once the PMT is assessed and modified based on input we have received from students, staff, faculty and site supervisors we will monitor the effectiveness of this resource. If we continue to experience problems with the PMT we will consider an alternative external resource to meet our needs.

One of the larger concerns raised by students is the accuracy of information about training programs they are interested in applying to based on their program requirements. The training team will develop a new timeline for updating the practicum site information within the PMT. A more proactive approach will be taken to gather information from sites that do not respond to our requests for updated information and verification of current information will be confirmed with sites.

Training, Cont.

The training team recruits and develops new practicum training relationships throughout the year. The Training Directors will continue to attend program departmental meetings in order to assess the need for additional practicum development based on student interests and program requirements. Practicum site development for new academic programs will occur prior to matriculation of the first cohort and programs with specialized training requirements will meet with the Training Department and the Program Director during fall term of the first year to clarify requirements and answer questions.

The training team had a great discussion about accessibility while brain storming ways to allow for more communication and access for students. Over the next month the Department of Training will install new signage to clarify their location; set up a "reception" desk within the Training Hub to answer general questions and to provide guidance on who to speak to within the Department about problems, concerns and questions; disseminate a document that clarifies "who to go to for what" within the Department; and update the Training Department Moodle page to ensure access of information and provide a source for questions and answers in a very timely manner.

The Training and Admissions Department teams will meet to discuss the accuracy of information that is being communicated to incoming students about practicum requirements, time commitments for training requirements, and access to transportation in order to secure a practicum site.

The Psy. D. Training staff hosted student focus groups in April to gather detailed information from Doctoral students about their concerns, requests and recommendations for the Training Department. The M.A. Training staff will host focus groups for all M.A. students in June to gather similar information. The entire training team will engage in a retreat in July to review student input, discuss the implementation and results of this action plan, and make decisions about how to continue to provide accurate information, and strong support and advisement to Adler students who are completing their training requirements.

Over the past several years we have continued to provide resources to the Training Department in order to support the training needs of Adler students. During the 2010-2011 academic year, several new positions were added to the Department (three within the Training Department and one within ACHS). The Leadership Team has approved additional funding for one more Pre-Doctoral Internship position within our APA-Accredited program in ACHS, one full-time staff psychologist for ACHS, and one Associate Director of Training to support practicum site development and oversight. We will continue our Post-Doctoral training program within the Department of Training to support our alumni who are seeking to fulfill licensure requirements.

Parking

Item #70 – The amount of parking is adequate.

Item #71 – Parking lots are well lighted and secure.

We routinely reach out to local parking garage companies to solicit discounts for Adler School students, faculty, and staff. At this time, the following parking facilities listed in the table below offer specials or discounted rates available to our community. With regard to these facilities and others in the area, they are not under the management of the Adler School and we encourage students to use reasonable safety precaution when utilizing their services.

At the start of the 2007-08 academic year, the Adler School of Professional Psychology began participating in the CTA's University Transit Pass (UPASS) program. Today, the program is still in place for Adler School Chicago students and saves students approximately 75% on Chicago public transportation including unlimited CTA buses and trains, as well as suburban PACE buses.

Parking, Cont.

As an update, local parking discounts are listed below.

Garage Name	Address	Price
Wabash Randolph Self Park	20 E. Randolph (.45 miles away)	Daily \$10 to park up to 12 hours; After 3pm and all day on weekends \$10; Monthly \$200 which allows unlimited in and out privileges and the garage is accessible 24/7. Parking validation card must be used to receive discount. Validation cards are available at the receptionist desk on the 15th floor.
Lake and Wells Self Park	177 N. Wells (.65 miles away)	Daily \$8 up to 12 hours; Monthly \$165 which allows unlimited in and out privileges and the garage is accessible 24/7. Parking validation card must be used to receive discount. Validation cards are available at the receptionist desk on the 15th floor.
Impark	60 E. Randolph (.38 miles away)	Early bird: In before 7am/out before 7pm: \$10, Commuter Special: In before 9am/out before 7pm: \$14, Anything over 3 hours after 9 am: \$36
State Parking, LLC	171 N. Wabash (.45 miles away)	\$12 in before 9am out by 8pm; in between 9-10am \$14, after 10am depends on number of hours