

MEMO

To: AQIP Steering Committee

From: AQIP Team #3 (Betty Schoolfield, Chair; Dorynda Carpenter, Scott Crawford, Sheri Phillips, Christy Rowden, Cathy Williams, and Dennis Wubbena, Members; Bernie Dana, Facilitator)

Date: September 24, 2007

Subject: Recommended Process Improvements – Final Report

The project to enhance student support services was chartered as AQIP Action Team #3 and formally launched with team leader training on May 2, 2005. The Charter for Team #3 included the following specifics to guide the team's actions:

Data that led to the selection of this project: EU's support service areas need relief from putting out fires related to complaints and to maintain focus that their everyday work adds value to their students. We have informal data that tells us we are not proactively assessing and adapting our support services to the changes in our student population and the new programs we are offering. This project will enable us to gather concrete data about the root causes of current problems and to develop a process that will require a support services assessment and continuous process improvement.

Project Scope: *The team task is to:*

- 1. Gather concrete data about the root causes of current support services problems including, but not limited to quantitative and qualitative process measures such as time students wait to be served, hours of operations, perceived quality and convenience of service by students, and efficiency of current support services. Service areas include, but are not limited to admissions, bookstore, student accounts, wellness, security, financial aid, registrar, information technology, and library.*
- 2. Develop a plan and processes to improve support services.*
- 3. Develop a plan and process to implement continuous improvement to our support services.*

Summary of Actions for Most Recent Year

AQIP Team #3 formally met two times since the last annual report and memo of recommended actions in September 2006. Mandy Spigle left employment at EU since the last report. Because of workload, Dorynda Carpenter resigned at the time of the last annual report but remained on the team. Betty Schoolfield agreed to chair the meetings.

The team developed a survey form to assess the satisfaction of non-traditional students with the following student support services: (1) Overall experience, (2) Bookstore, (3) Information Technology/Computer Support, (4) Parking, (5) Library, and (6) Financial Aid. The survey form provided at Appendix B asks students to rate each of these areas using a 5 point Likert scale (very dissatisfied to very satisfied). The form also encourages students to provide specific suggestions for improvement or compliments. We conducted and analyzed surveys of 177 non-

traditional students using this information. The quantitative results expressed that 94% of the students surveyed said they were satisfied or very satisfied with their overall experience as a graduate or degree completion student with 2% being very dissatisfied or dissatisfied. However, 32% of the students were dissatisfied or very dissatisfied with the bookstore services. Other services ranged from 7% to 18% who were dissatisfied or very dissatisfied and 39% to 70% in the satisfied to very satisfied categories. Financial Aid had the best support service performance. The students were quite generous in sharing comments, both compliments and suggestions for improvement. The comments were sorted by support service group so that separate reports could be provided to each group. The results were not segmented by graduate studies and degree completion, but the data is available to expand the analysis if desired.

Prior Recommendations for Process Improvements for Student Support Services

On September 1, 2006, AQIP Team #3 sent the AQIP Steering Committee two specific recommendations to be forwarded to the Campus Planning Council and Board of Administration for approval as policy with the Academic Dean's office responsible for implementing and monitoring the implementation of these policies. Implementing the following improvements would correct the root causes of problems the team had identified:

1. A Student Services Impact Study (suggested model at Appendix A) must be developed and completed for any new academic program or key process or system change developed by a student service department. The academic or student service department must submit the impact study for approval to an appropriate authority along with every change. The primary purpose of the Impact Study will be to develop a discipline of cross-functional and customer satisfaction thinking and to assure that the implementation of the program or system is communicated to student service personnel and accompanied by appropriate changes and resources to meet the expectations of those being served. The team has developed and attached to this report an initial draft of a format for the impact study.
2. A department or committee will be responsible to develop, conduct, and analyze satisfaction surveys of all student segments at least annually. The surveys must be designed in such a way that they identify the different segments and needs of the student population and include an evaluation of each relevant function of student support services. The department or committee will be responsible for determining how the survey will be conducted so that participation is optimized. The department or committee will also be responsible for analyzing the results, identifying areas where services need to be improved and reviewing improvement strategies proposed by the affected service area.

Actions Taken to Implement Prior Recommendations

In the spring of 2007, the Support Services Council was formed with representatives from each of the key student support areas. This Council appears to be responsible for the first recommendation shown above. However, we do not believe that the Council is using a formal process or report form as recommended (Appendix A). Also, we see no evidence that the second recommendation has been implemented.

New Recommendations for Process Improvements to Enhance Student Support Services

After reviewing the survey data, AQIP Team #3 members concluded that it was not the function of the temporary AQIP team to solicit and monitor improvement plans from the support service areas where improvement is most needed. Instead, this should be a function of a standing committee or department as stated in our original recommendation #2.

AQIP Team # 3 recommends that the AQIP Steering Committee take action to approve the following recommendations and forward them to the Campus Planning Council and Board of Administration for policy approval and implementation:

The Support Services Council or some other group or person will be responsible to develop, conduct, and analyze satisfaction surveys with student support services of all student segments at least every two years, and more frequently when there is a leadership change or other significant change in processes or personnel. The surveys must be designed in such a way that they identify the different segments and needs of the student population and include an evaluation of each relevant function of student support services. Statistically significant sampling can be done of large student segments. The Council or other entity will be responsible for establishing a survey process that optimizes participation. The Council or entity will also be responsible for analyzing the results, identifying areas where services need to be improved, and soliciting and reviewing improvement strategies proposed by the affected service area. Appendix B provides a sample survey form used by AQIP Team #3. AQIP Team #3 will provide the survey results to the group to whom this responsibility is assigned so that they can proceed to request department improvement plans when appropriate.

We request that the AQIP Steering Committee agree that this recommendation and the previous ones fulfill the charter of AQIP Team #3 and that this memo be considered the team's final report.

Appendix A

STUDENT SERVICES IMPACT STUDY

DEPARTMENT SUBMITTING: _____

PERSON RESPONSIBLE: _____

DATE STUDY SUBMITTED: _____

1. Briefly describe the new program or process change being proposed.																		
2. What segment or segments of the student population will be affected by this program (resident, commuter, degree completion, adult Associate of Arts, graduate students)?																		
3. What are the unique needs of each segment group as they relate to the program or process change?																		
4. What student services are most likely to be affected by the new program or process change? <table style="width: 100%; margin-left: 20px;"> <tr> <td><input type="checkbox"/> Academic and Career Support Center</td> <td><input type="checkbox"/> Housing</td> </tr> <tr> <td><input type="checkbox"/> Advising</td> <td><input type="checkbox"/> Joust</td> </tr> <tr> <td><input type="checkbox"/> Bookstore</td> <td><input type="checkbox"/> Library</td> </tr> <tr> <td><input type="checkbox"/> Cafeteria</td> <td><input type="checkbox"/> Parking</td> </tr> <tr> <td><input type="checkbox"/> Campus Life</td> <td><input type="checkbox"/> Records</td> </tr> <tr> <td><input type="checkbox"/> Information Technology</td> <td><input type="checkbox"/> Security</td> </tr> <tr> <td><input type="checkbox"/> Disability</td> <td><input type="checkbox"/> Student accounts</td> </tr> <tr> <td><input type="checkbox"/> Financial Aid</td> <td><input type="checkbox"/> Other _____</td> </tr> <tr> <td><input type="checkbox"/> Health</td> <td><input type="checkbox"/> Other _____</td> </tr> </table>	<input type="checkbox"/> Academic and Career Support Center	<input type="checkbox"/> Housing	<input type="checkbox"/> Advising	<input type="checkbox"/> Joust	<input type="checkbox"/> Bookstore	<input type="checkbox"/> Library	<input type="checkbox"/> Cafeteria	<input type="checkbox"/> Parking	<input type="checkbox"/> Campus Life	<input type="checkbox"/> Records	<input type="checkbox"/> Information Technology	<input type="checkbox"/> Security	<input type="checkbox"/> Disability	<input type="checkbox"/> Student accounts	<input type="checkbox"/> Financial Aid	<input type="checkbox"/> Other _____	<input type="checkbox"/> Health	<input type="checkbox"/> Other _____
<input type="checkbox"/> Academic and Career Support Center	<input type="checkbox"/> Housing																	
<input type="checkbox"/> Advising	<input type="checkbox"/> Joust																	
<input type="checkbox"/> Bookstore	<input type="checkbox"/> Library																	
<input type="checkbox"/> Cafeteria	<input type="checkbox"/> Parking																	
<input type="checkbox"/> Campus Life	<input type="checkbox"/> Records																	
<input type="checkbox"/> Information Technology	<input type="checkbox"/> Security																	
<input type="checkbox"/> Disability	<input type="checkbox"/> Student accounts																	
<input type="checkbox"/> Financial Aid	<input type="checkbox"/> Other _____																	
<input type="checkbox"/> Health	<input type="checkbox"/> Other _____																	
5. How did you determine what student services would be affected (Recommend that a brief description of the new program or system change be sent to the chairs of academic departments and supervisors of all other departments and ask for them to advise whether and how the program may impact them and to ask any questions they may have)?																		
6. For each student service area affected, work with that department/area to describe how the student service will be adjusted to accommodate the special needs of the affected students (consider access to services, need for communication, impact on staffing, etc.).																		
7. Provide a plan for assessing whether or not the students' expectations with the program or process change and the affiliated student services are being met.																		

Attach a sheet showing the signatures of a responsible party for each affected student service area.

Parking

1 2 3 4 5

Library

1 2 3 4 5

Financial Aid

1 2 3 4 5

Other or Additional Comments:
