

DeVry University:  
Using Your Satisfaction Data  
to Take Action  
Workshop Discussion

Julie Bryant  
Associate Vice President  
of Retention Solutions  
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Noel-Levitz<sup>®</sup>

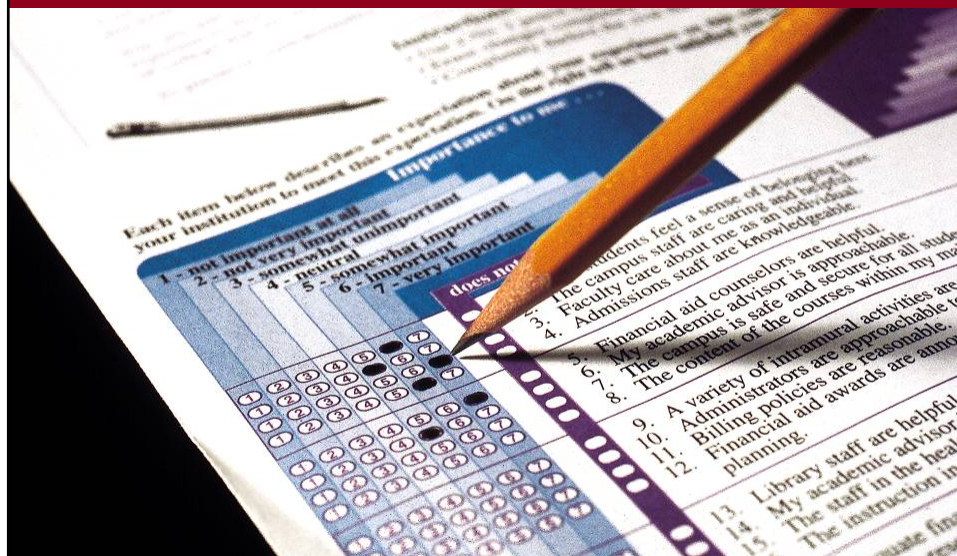
## Agenda

- Revisit Key Concepts from Webinar on 5/21/09 – 10 minutes
- Challenges Discussion – approximately 50 minutes
- 10 minute break
- Strengths Discussion - approximately 30 minutes
- Next steps and expectations – 20 minutes

## Materials

- Idea sheet for things you can do on your campus
- 12-month assessment cycle document with activities for every month between July 2009 and June 2010

## Assessing student satisfaction and priorities



Where do you see yourself a year from now if you don't actively use the data?

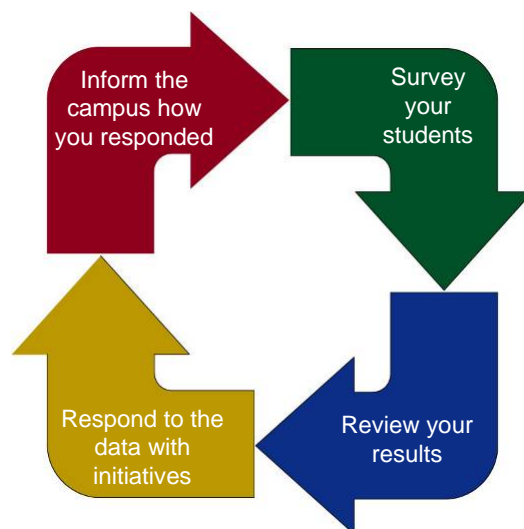
Taking action with the data is most important



We want to share ideas today on ways to take action

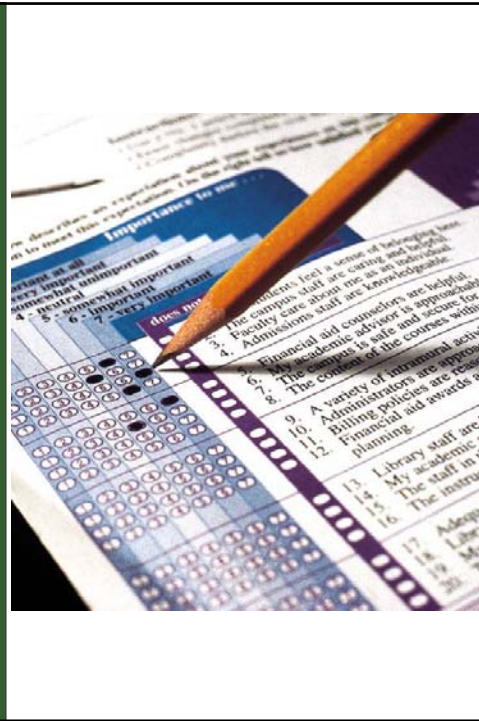


### Systematic Assessment Cycle



# 1

Survey your students



# 2

Reviewing and Sharing the Results



# 3

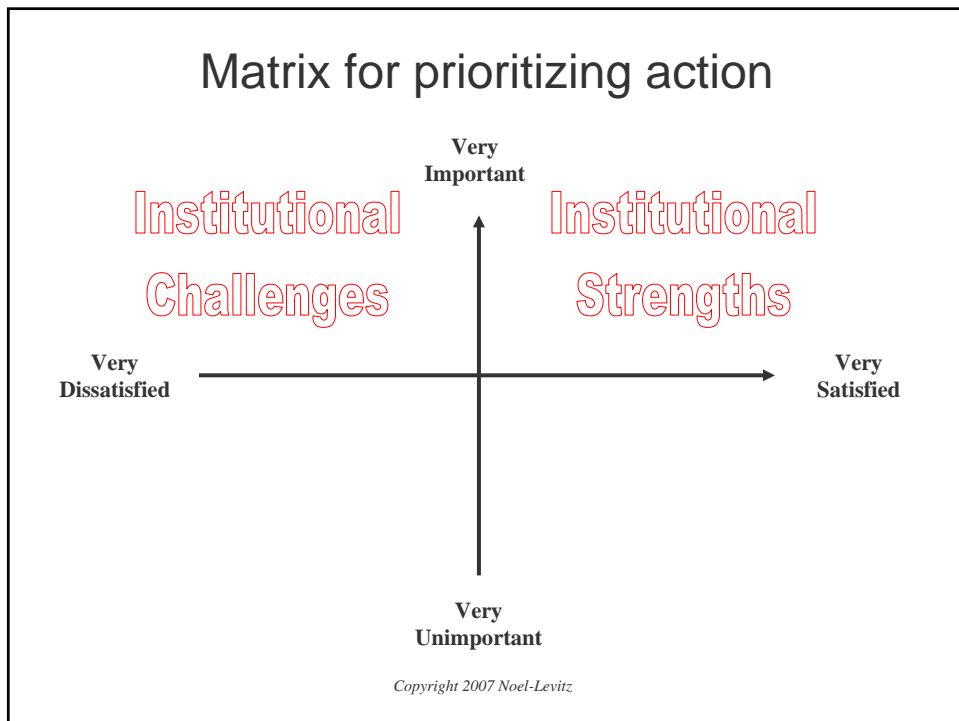
Responding to the data with new initiatives



# 4

Inform the campus how you responded





## Address your challenges



## Three key ways to respond to challenges

1. Changing perceptions with information
2. Easy, immediate response items
3. Longer term, strategic plan items



Information to  
change  
perceptions



Easy, immediate  
response items



Longer term,  
strategic plan  
items



### When approaching challenges:

- 1) Use student focus groups to clarify areas
- 2) Address your students' expectations as well as possible misconceptions
- 3) Identify quick fixes whenever possible
- 4) Pick 1 to 3 major areas that are part of the longer-term, strategic plan
- 5) Focus on collaborative problem-solving
- 6) Keep the campus informed on your activities

Sharing ideas of ways to respond to challenges



Tuition paid is worthwhile investment



## # 66: Tuition paid is worthwhile investment

- Dallas: Conduct employment workshops, include prior graduates to share testimonials on their DeVry experience & its value to current careers
- Denver/Westminster: Provide success stories about DeVry alumni; poster campaign with benefits; post article in student newspaper on graduates "Where are they now?"; target student in term 3-4
- Fremont: During advising express the importance for FT enrollment: less overall cost; providing more welcoming environment for students the option of one-on-one services that other schools do not provide

## # 66: Tuition paid is worthwhile investment

- Long Beach: Career Services is taking a more active role in persistence efforts; this helps students see the tangible value of their education
- Orlando: Help students focus on post-graduation jobs by emailing incumbent students copies of CS monthly newsletter
- Philly/Ft. Washington: Hold student focus groups and post focus groups surveys will be conducted to determine student satisfaction

## # 66: Tuition paid is worthwhile investment

- Phoenix: Develop value proposition document to give to students when enrolling and registering
- Tinley Park: Continue to improve our overall services and keep focused on being the top career university in the country

Able to register for classes with few conflicts  
/ Good variety of courses



### #34: Able to register for classes / # 69: Good variety of classes

- Calgary: Embarking on publishing year-round schedule in preparation for 2010; looking into maximizing number of courses offered on campus to bring back some doing online
- Columbus: Student success coaches will be assisting with the registration process and will be following up with continuing students who have not registered for classes; establishing a blitz day for continuing students registration with staffing in lab areas to assist; added new concentration for CIS and BA for summer and new degrees

### #34: Able to register for classes / # 69: Good variety of classes

- Crystal City/DC: Develop and publish a year round schedule of classes for the Metro
- Dallas: Change pre-requisite rule error message to accept courses completed
- Denver/Westminster: Offering more than basic GenEd courses; communicate the importance of taking desired courses when they are offered since not all available every semester; help students when making transition to online courses; increase communication about classes offered

**#34: Able to register for classes /  
# 69: Good variety of classes**

- Fremont: Encourage students to stay with cohorts and Standard Plan of Study (SPOS); improve scheduling process to eliminate conflicts; make fewer changes to schedule after it has been printed; list courses as TBA when enrollment numbers are in question; provide coordinated schedule for Bay Area campuses
- Georgia Metro: Implement annual schedule for undergrad programs; Supply and Demand Analysis by Delivery Modality, Program, Concentration and Location; based on results, annual schedule will be adjusted

**#34: Able to register for classes /  
# 69: Good variety of classes**

- Houston: Schedule revision for new and continuing students; changes in COLL 148 classes to include review of Degree Navigator and planning of classes for up to a year in advance when possible
- Long Beach: Academic Advisors are conducting Ongoing Degree Audits in an effort to anticipate class students need; they are keeping the DAA apprised of these needs and classes are being scheduled accordingly.

**#34: Able to register for classes /  
# 69: Good variety of classes**

- Miramar: Various reporting systems are used in the preparation of the class schedule to closely fit students' course needs; schedule of classes ready by Week 3, Session B for registration; students encouraged to visit Student Success Coach or Associate Dean to plan optimum course schedule; adding two new programs in July for Web Graphic Design and Multimedia Design and Development
- Phoenix: Develop registration process in new student central
- Tinley Park: Open registration days

**#34: Able to register for classes /  
# 69: Good variety of classes**

- Orlando: Encourage early registration for continuing students; ensure students are aware that every class isn't offered every session; setting new students' expectations; one year class schedule available; students encouraged to take COLL first or second session of 1<sup>st</sup> term; continue to refine Registration 101; reinforce co/pre-requisites with students; continuing student registration held in Atrium for a week prior to current term's ending; Student Success Coaches assist with incumbent student registration; registration assistance by phone in Student Success Center



Instruction in the major field is excellent  
/ Quality of instruction in most classes



#16: Instruction in the major field is excellent /  
#58: Quality of instruction in most classes

- Columbus: Results shared with faculty during dean meetings in spring
- Crystal City/DC: Dean of Academic Affairs and Program Deans will increase their classroom visits; faculty will receive additional training on blended learning
- Denver/Westminster: Communicate the importance of customer service and promptness to online faculty; analyze instructor reviews; respond in a timely/helpful fashion to student complaints; improve online component (i.e. threaded discussion and faculty involvement)

**#16: Instruction in the major field is excellent /  
#58: Quality of instruction in most classes**

- Fremont: Increase communication between deans and faculty concerning grading process; provide faculty with customer service training; review syllabi more often to ensure academic quality; coordinate faculty and lab assistant on content/conduct of lab experience
- Georgia Metro: Improve implementation of Academic Quality Assurance (AQA) plan; conduct AQA meetings each semester with academic leadership; develop program specific actions to improve the quality of instruction

**#16: Instruction in the major field is excellent /  
#58: Quality of instruction in most classes**

- Long Beach: Faculty development actions based on SIFF and AQA results
- Philly/Ft. Washington: High emphasis placed on teaching pedagogy and an increased focus placed on professional development for faculty; academics has scrutinized the hiring of quality, experienced and enthusiastic faculty
- Phoenix: Industry Advisory Boards, Student Success Coach training; review SIFFs every session

**#16: Instruction in the major field is excellent /  
#58: Quality of instruction in most classes**

- Pomona: Faculty development actions items based on SIFF and AQA results
- Tinley Park: Ongoing training for the use of technology equipment; going through full blended learning approach of 100% faculty trained in some staff

**Faculty provide timely feedback**



### #47: Faculty provide timely feedback

- Dallas: Faculty must grade assignments and post grades within 7 days from assignment due date and inform students when grades are available
- Fremont: Encourage faculty to grade student work on a timely basis; provide grade book training to all faculty
- Long Beach: Faculty are reporting student problems through LNG Persist, a persistence referral problem. Those who present with academic difficulties are being aided through the ASC.

### #47: Faculty provide timely feedback

- Orlando: Academics' Associate Deans to periodically check grade books; presentation at May 2009 University Day
- Philly/Ft. Washington: Timely student feedback will be included in all faculty IPPs for next evaluation year
- Pomona: Program Dean / Mentors monitor grade book of Visiting Faculty to ensure currency (AQA)
- Phoenix: Monitor course activity on a session basis and make recommendations as needed
- Tinley Park: Early Notification (D,W,F)

Financial aid timeliness / helpfulness of staff / identify resources / billing policies



**#12: Financial aid timeliness / #5: helpfulness of staff / #17: adequate financial aid / #11: billing policies**

- Calgary: Part of Calgary Big Five; training and development of Student Finance Consultants
- Columbus: Plan B Student Central
- Crystal City/DC: Moving from a SORE model to a SOAR model with the motto "people not paper"; transitioned  $\frac{3}{4}$  of the student finance consultants and hired new director
- Dallas: Identify additional loans/scholarships available; increased publicity/workshops for FAFSA completion; when serving students, making sure all questions are answered and paperwork complete; create FAQ for Educard

**#12: Financial aid timeliness / #5: helpfulness of staff / #17: adequate financial aid / #11: billing policies**

- Denver/Westminster: Hold workshops for scholarships, FASFA etc.; update scholarship material in library; Visit COLL 148; improve level of customer service (SOAR); improve on communication to students; making billing policies known by posting in Student Finance Office; itemizing the bills
- Fremont: More advisors on hand and new staff trained on better customer service practices; more communication/contact hours with students
- Georgia Metro: Implementation of New Generation Student Central

**#12: Financial aid timeliness / #5: helpfulness of staff / #17: adequate financial aid / #11: billing policies**

- Houston: Bring issues to attention of Financial Aid to encourage further training
- Long Beach: Post all options for loans, grants and scholarships; academic advisors are working in tandem with financial aid advisors to have plans of study coincide with financial aid; by partnering a Student Financial Team member with an Academic Advisor we have been able to reduce the number of billing and scheduling errors that lead to frustration.
- Miramar: A Scholarship Resource Room with a comprehensive library of available scholarships is located in Student Central

**#12: Financial aid timeliness / #5: helpfulness of staff / #17: adequate financial aid / #11: billing policies**

- Orlando: Early implementation of project SOAR; presentation in COLL class every session; implementation of TIP (Tuition Investment Program) & TOP (The Orlando Project) in SF; make students more aware of benefits of full-time vs. part-time; Student Finance Consultants work with students assigned to them

**#12: Financial aid timeliness / #5: helpfulness of staff / #17: adequate financial aid / #11: billing policies**

- Philly/Ft. Washington: With roll-out of SOAR, Student Finance Consultants have taken more ownership over their student population; each student has a dedicated SFC as a new student through graduation; easy to identify when an SFC is not performing up to par and those issues are addressed immediately; workshops to inform students about financial opportunities, the benefits of getting FASFA completed early and financial responsibility
- Phoenix: Develop customer service matrix to track time that students wait to be seen; identify additional Scholarships and loan options; develop communications plan to students on timely basis

**#12: Financial aid timeliness / #5: helpfulness of staff / #17: adequate financial aid / #11: billing policies**

- Pomona: Post all options for loans, grants and scholarships; plan, promote and run FA workshops prior to new fiscal year
- Tinley Park: Continue to provide options to students that will substitute for the lack of private loans that available; take a more aggressive approach; when getting new packaging software be more cautious of timing of awards and training to all staff and having a back up system; billing structure should be adjusted more to deal with the student needs and economy

Seldom get the “run-around” here





## #57: Campus run-around

- Columbus: Coordination with all areas and Plan B initiatives
- Dallas: FAQ posted to Website with copies also available in Student Central, Student Commons and in each classroom
- Orlando: Staff encouraged to walk student to person/dept. who can best assist student (or at very least phone ahead with information)
- Pomona: Post on IT and bulletin boards: "If you need . . . Go to Student Central"
- Tinley Park: Post Reference Guide on Web

## Adequate services to help with career

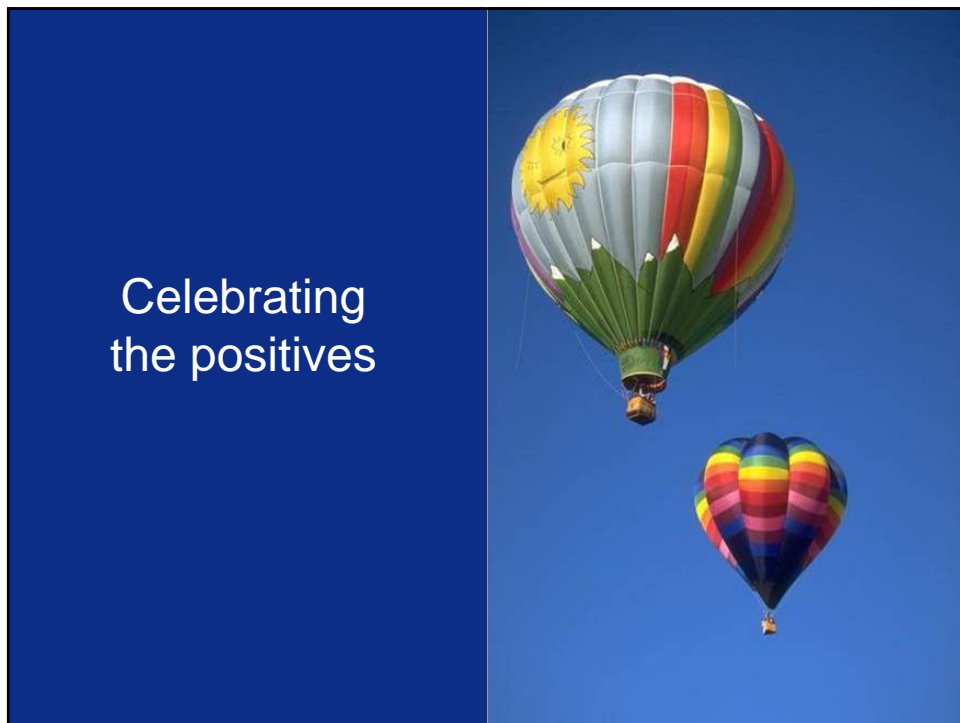
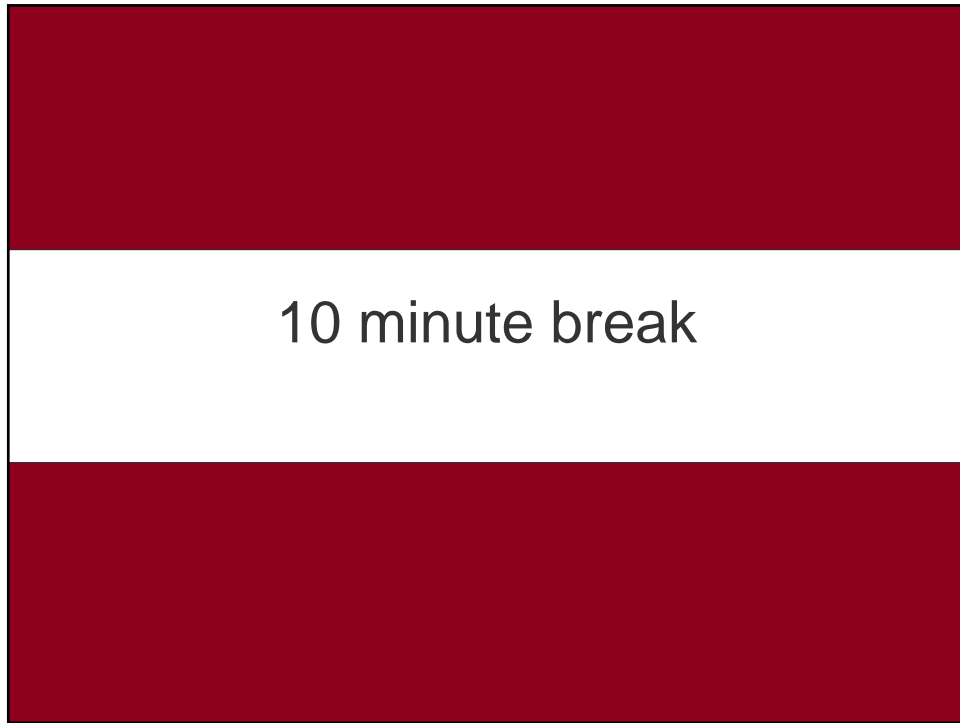


### # 49: Adequate services to help with career

- Calgary: Part of Calgary Big Five; New Director on board with new and innovative initiatives coming
- Houston: New personnel brought in to Career Services
- Long Beach: We have presented Career Services to students from inception. We thought it would be helpful for students to start with the end in mind

### # 49: Adequate services to help with career

- Pomona: Promote Career Services dept. and make more visible
- Phoenix: Identify more career choices and recruit more employers for career fairs
- Tinley Park: Do programs to actively get students more engaged in their career choices and the Career Services Office



## Celebrate your strengths



## Ways to build on strengths

1. Provide positive feedback to the campus
2. Use high performing areas as models for other departments
3. Incorporate strengths into your recruiting / marketing messages

Sharing ideas on  
ways to reinforce  
and celebrate  
your strengths



## General activities shared

- Continue to ensure focus remains on the students, modeled by the President through to the front-line staff
- Continue to hire full-time and adjunct faculty who bring their own experiences to the classroom to make the experience come alive
- Talk a lot about providing quality customer service and staff ownership
- All staff members have DeVry name badges to create a sense of belonging and trust with the students

## General activities shared, continued

- Consciously recruited and hired Student Success Coaches who are passionate about serving students and who demonstrate great customer service skills
- Encouraging all departments to greet and communicate with all internal and external stakeholders to produce a welcoming environment
- Posting strengths and communicating as part of University Day and various staff meetings

## General activities shared, continued

- Provide a display case with recent graduates and their successes; large poster in Student Central with information
- Update the Website to reflect faculty's backgrounds, degrees, etc.
- Invite companies/professionals to Senior Project Fairs to encourage students to produce high quality projects
- Reward instructors by providing them with company sponsored admission to conferences related to students' field of study
- Encourage staff and faculty to be involved in campus events and to be visible

## General activities shared, continued

- Reward professors when they get positive SIFF reviews with free lunches, gift cards, etc.
- Advertise clubs that are geared towards particular programs and encourage students to participate
- Keep updated plans of study for each program and stress to professors and SCCs the importance of program specific classes
- Keep allowing access to computer labs around the clock and the maintenance of those computer consistent

## General activities shared, continued

- Encourage students to make the Dean's List and apply for scholarships that solicit high GPAs.
- Reminders to students about the value of the DeVry cost per credit
- Student Appreciation Celebrations occur every term to honor students
- Yearly crime statistics are distributed to students to show low crime rates
- Continuous training on advising, customer service and best practices are reinforced to provide students with best in class service

## General activities shared, continued

- Students are reminded at each semester's Registration Rallies of their course requirements
- Faculty advertise their open door policy in regards to student concerns
- Continuous improvements of campus facilities and resources to show students we care where they are spending their time and want them to be comfortable
- Faculty conducting office hours in Student Success Center

## General activities shared, continued

- Invite alumni back to campus to actively recruit students for internships and employment opportunities and speak to current/incoming students about how their degree relates to their career
- Students ring a shipman's bell on campus to announce a new job
- When students get a new degree-related job, career services mails a congrats card and DeVry coffee mug to use on job
- Internal newsletter informing faculty and staff of new employment successes (new hires, promotions) of students and graduates



## General activities shared, continued

- Provide feedback to students on the number of faculty with master's degrees and overall credentials
- Security staff located in highly visible location on campus
- Efforts to hire and retain quality faculty have been increased
- Student Success Coaches have been cross-trained in each program to help students in all programs
- Communications between the Director of Admissions and other departments take place regularly to foster a commitment to customer service and information sharing

## General activities shared, continued

- Number of tutors has increased and academic aptitude of student tutors has increased; steps have also been taken to streamline the tutoring referral process
- Security and facilities staff work together to monitor the campus as a result of building changes and improvements

## Identifying next steps



## Questions to consider

- What are you going to do?
- When are you going to do it?
- Who is responsible for doing it?
- How much will it cost?
- How will you know it has been accomplished?

## Conduct focus groups



## Focus group suggestions

- Can be an important step to provide qualitative information to go along with the quantitative
- Don't assume that you know what students mean by a general item before you have gathered additional information
- Focus groups help students to feel involved in the decision making process and further show that the institution is listening to students

## Focus group suggestions

- Go into established groups (student government, etc.) or invite students to participate
- Keep groups small – no more than 10 to 15 participants
- Schedule groups at varied times; consider appropriate times for your student population
- Select weeks and timeframes that are convenient and less stressful
- Invite a variety of students to hear perspectives from across the campus, if appropriate; have separate groups of students based on demographic variables for more candid, shared experiences
- May also want to provide opportunities for campus personnel to participate in their own focus groups
- Publicize the focus group
- Ask for RSVP and do follow-up reminders
- Offer refreshments and/or incentives

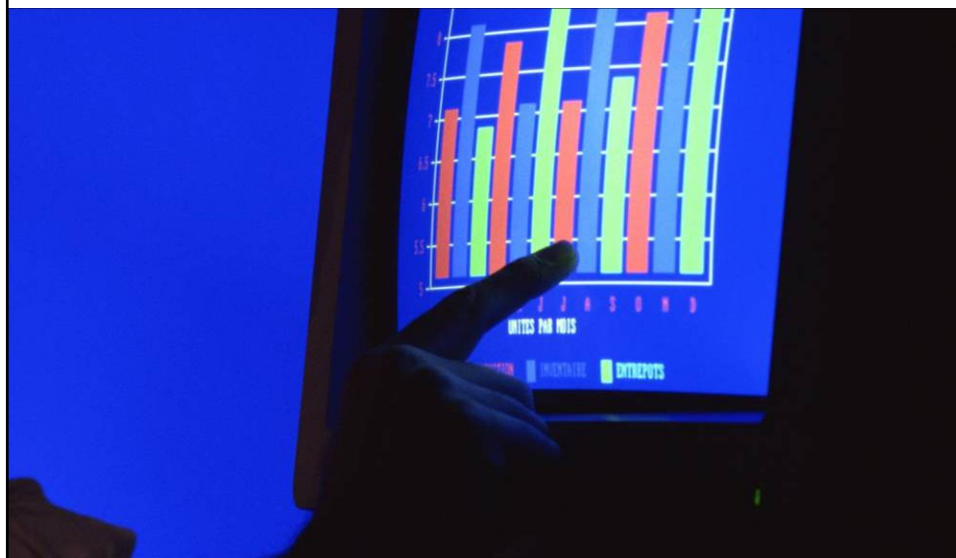
## Focus group suggestions

- Select and train facilitators
- Have one facilitator and one recorder for each session
- Explain the purpose and function of the focus groups
- Explain what will happen to the comments and suggestions given
- Allow participants to introduce themselves by first name only
- Explain that while the responses will be recorded, they will remain anonymous; no individual student's responses will be singled out

## Focus group suggestions

- Discuss top challenges; in some cases you can cluster like challenges together for a broader discussion
- Ask open-ended questions and allow time for students to respond; after each response, paraphrase to be sure you heard them correctly, then jot down the main idea on a flipchart
- Probe for details; gather as many varied opinions as possible
- Allow about an hour and half of focused discussion around key issues; at end of session, summarize the main points and thank them for sharing their ideas and tell them the college will seriously consider their suggestions
- Share all comments with decision-makers

## Review target group reports



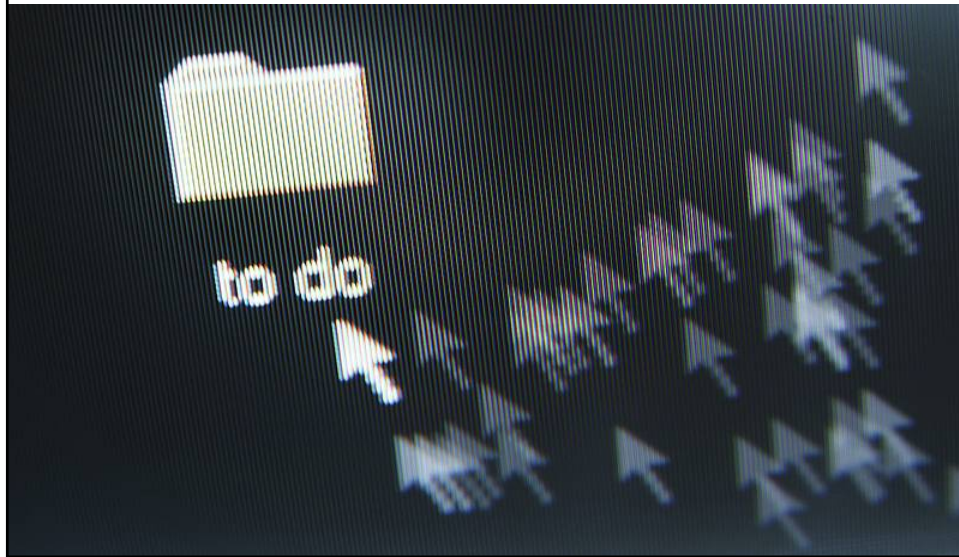
Building buy-in  
across  
campus



Important to get cross-departmental  
participation



Someone has to own the action!



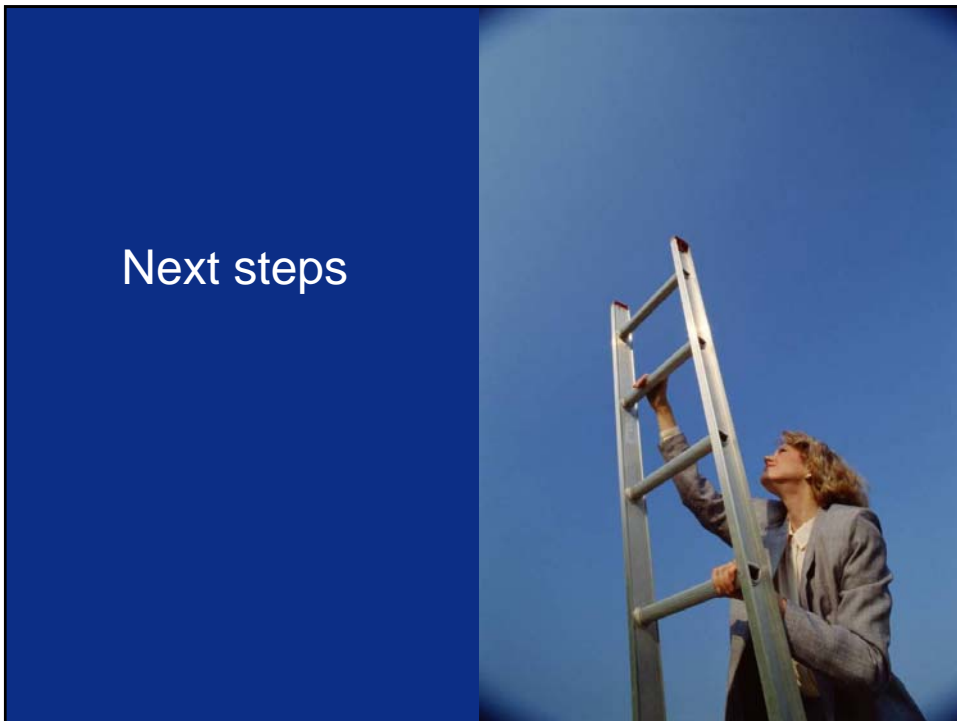
Communicate with leadership, faculty,  
staff and students



Communicate through a variety of methods and multiple times



Next steps





## Goal for Summer 2009

- Julie to provide Excel Spreadsheets with everyone's strengths and challenges activities by June 19<sup>th</sup>
- Campus to identify two more challenges and one more strength to work on – provide via e-mail to Julie by July 1<sup>st</sup>
- Week of August 10<sup>th</sup>: Julie to check in with campuses on progress
- By September 9<sup>th</sup>: Campuses will provide Julie with highlights of additional activities via email or Excel spreadsheet

## Next Webinar: Week of September 21st

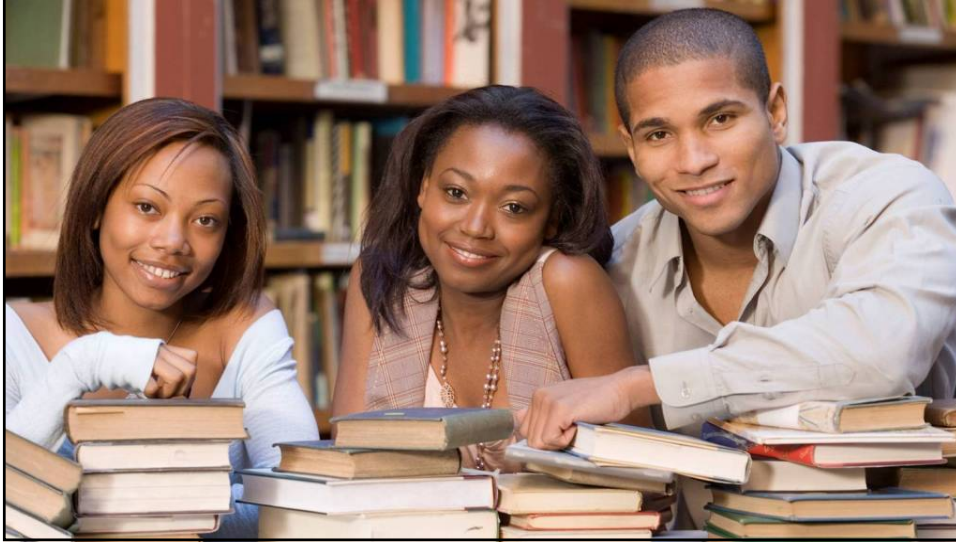
- Facilitated discussion of actions taken over the summer
- Identification of next steps
- Suggestions for communications prior to fall 2009 survey administration

Do you have more ideas of what you can do to improve the student experience on your campus?

Continue to take actions to make improvements on your campus



Improved campus experience = improved satisfaction = improved institutional and student success



Today's discussion should give you additional ideas for initiatives for your campus



## Questions?



**Noel-Levitz®**

**Julie L. Bryant**

Associate Vice President  
Retention Solutions

800 876-1117 • 319 626-8380

FAX 319 626-8388

julie-bryant@noellevitz.com

2350 Oakdale Boulevard  
Coralville, Iowa 52241-9702

[www.noellevitz.com](http://www.noellevitz.com)