AQIP Category Six Supporting Institutional Operations

PROCESSES (P)

6P1 - Identifying Student and Other Support Service Needs

Both formal and informal means are used to identify the needs of students and other support services. Often, anecdotal feedback is collected, reactively or informally by departments regarding day-to-day operations. Formal assessments are also used, usually in the form of a department survey (i.e. alumni survey), to identify process needs and to evaluate services. The Noel Levitz Student Satisfaction Inventory (SSI), National Survey of Student Engagement (NSSE), and the EBI Benchmarking survey (for residential living) are regular university-wide level assessments used to identify process needs. Table 6.1 summarizes informal and formal ways in which needs are identified as they relate to each support area reported by individual service areas.

An example of an informal method to identify student needs is the Academic and Information Support Services’ interview of a student government focus group to improve the functionality of the University’s website/portal features. Several meetings were held with students who represented both resident and commuter constituencies. Demonstrations were conducted and feedback was collected before implementation plans were finalized.

Another example of an informal method to identify student needs includes the focus group meeting conducted by the Diversity Council to specifically identify needs of our students of color in a predominately white institution. Key administrators were present to hear discussions from underrepresented groups. This was a direct response to the drop in retention by our students of color. The university plans to use the information to better orient students of color to campus and increase retention.
<table>
<thead>
<tr>
<th>Support Area/Departments</th>
<th>Key Processes</th>
<th>Process Needs</th>
<th>Methods for Identifying Process Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>New Student Enrollment</strong> Undergraduate/Graduate/ Degree Completion Admissions, Enrollment Support Services, Marketing, Academic Advising and Articulation, Student Development</td>
<td>Inquiry, application, admission, placement and testing, registration/advising, articulation and prior learning, orientation/confirming registration, welcome center, marketing, enrollment communication</td>
<td>Flexible, accessible, convenient and effective registration, ease in transition, credit for prior learning, personal service/attention, timely and accurate information</td>
<td>Consultation/interviews Student Government Assoc. Post-service/event surveys Admissions follow-up survey Orientation Board Survey</td>
</tr>
<tr>
<td><strong>Learning Support</strong> Academic Colleges, Academic Resource Center, Academic and Information Support Services</td>
<td>Academic advising, online learning, academic information services, tutoring, supplemental instruction, academic coaching, disability accommodations, assessment of student learning, placement testing</td>
<td>Quality academic advising, access to faculty, helpful academic supports, clear academic expectations, assessment assistance for faculty, improved learning through technology</td>
<td>Faculty consultation, self-identification, suggestion box, focus groups, service on committees, observation; Academic Assembly and Governance Committees; Board of Trustee Committees GPAs &amp; other admission statistics, LASSI, daily usage survey, course evaluations, early alert/warning referrals, senior exit survey, technology problem reports, SSIS, NSSE, CIRP, BCSSE</td>
</tr>
<tr>
<td><strong>Student Services</strong> Student Development, Residence Life, Career Development, Athletics, Institutional Diversity, Financial Aid, Registrar, Health &amp; Personal Counseling Services, Operations &amp; Facilities, Barnes &amp; Noble Bookstore*, Sodexo Food Services*</td>
<td>Student activities, residence life housing and programming, career advising, mentoring, student governance, diversity support, intercollegiate sports, financial aid processing, wellness programming, behavioral health treatment and referral services, student records management, disability accommodations</td>
<td>Development of interpersonal relationships, career advancement counseling, financial assistance, caring campus, satisfying student life and activities, support in coping with multiple roles, good living conditions, good food services, reasonable regulations, space to belong, commuter student services, availability or required immunizations, welcoming students of diversity</td>
<td>Suggestion box, focus groups, individual consultation, advisory boards, attendance, literature review Parents Organization, CIRP, Cap &amp; Gown survey, post-graduate six-month survey, department satisfaction survey, incident report trends, SSIS, alumni survey, NSSE, student interest survey, EBI (Residential Life Survey) Technology Dept. Ticket System; Prof. Org. Best Practices</td>
</tr>
<tr>
<td><strong>Mission Integration</strong> Mission Integration, University Ministry</td>
<td>Spiritual development and activities, mission/Ex Corde alignment, mission awareness</td>
<td>Inter-faith ministry, liturgy planning, integrating charism into curriculum</td>
<td>Roundtables discussions, individual consultation CIRP, NSSE (Catholic Consortium), Alumni Survey</td>
</tr>
<tr>
<td><strong>Alumni Support</strong> Library, Cultural Events</td>
<td></td>
<td></td>
<td>Alumni Services Alumni Survey, Technology Ticket System</td>
</tr>
</tbody>
</table>

*Indicates outsourced service
The formal method of identifying needs includes university-wide level assessments, such as the Student Satisfaction Inventory, led to the admissions process action project. The purpose of the action project was to bring a prospective student seamlessly from inquiry to enrollment through various offices of the University. In the midst of the University’s growth and expansion of academic programs and several organizational restructurings, the admissions process became rather dysfunctional. This was especially evident with the degree completion and graduate populations. The role of admission counselors was inconsistent. Counselors recruited, accepted and registered students without formally connecting to other departments. Information about various offices or programs was out of date. Students reported that they were not receiving what they were expecting. It was necessary to re-examine this process for all populations utilizing collaboration, coordination and integrity. The establishment of a consistent and timely enrollment cycle was a key process need. The use of effective practices through the AQIP admission process action project allowed the University to see positive results from the use of formal analysis and the identification of gaps and opportunities. The AQIP project was expanded to include Athletics and Student Affairs to better integrate and enhance support service processes and the communication of services into the admissions process.

Further student service process needs were identified through the University’s need to report a reliable enrollment headcount. The check-in process was established (Figure 6.1). The process that checks in students at the beginning of each semester requires active involvement from many departments across the University to review and coordinate each step toward enrollment. The check-in process step requires integration of the business, financial aid and other student service offices to provide accurate information and enrollment data from each semester to the next. Confirming student enrollment in advance of the beginning of the term allows the University more time to follow-up with students who have not completed required documents. Previously, this follow-up step began after classes started and often lingered throughout the semester making it difficult to identify and resolve student problems in a timely manner. Not only did the check-in process provide an effective measure for university enrollment, it also improved communication to students and across student service offices. Last, there is opportunity for feedback by student service offices regarding procedural changes or new procedures as well as the check-in process itself; thus, providing for continuous quality improvement.

The admissions process action project is complete and is continually assessed. The check-in process is completely integrated into the orientation process and has improved student satisfaction.

![Figure 6.1 Check-In Process](image)

Category Six: Supporting Institutional Operations
Student support service needs at off-campus sites are identified through exit surveys and contact with program/location coordinators. Faculty and support service areas are available to students during the week by phone or email. Our university Academic Advising Center serves both on and off campus students. In addition to over the phone customer service, the university also offers user-friendly web-based services such as: registration, library resources, online tutors, forms and web portal to access important information (i.e. class schedule, financial aid processing, billing, bookstore, announcements). Program coordinators or location coordinators are either on site or travel to sites to ensure program and facility quality.

**6P2 - Identifying Administrative Support Service Needs**

Administrative support service needs are identified in formal and informal ways. Anecdotal feedback is collected, reactively or informally by departments regarding day-to-day operations from colleagues. In addition, administrators and staff work together in respective departments to review goals and statistical reports regularly in order to identify process needs in their area. Faculty, staff and administrators share membership on key administrative support service-related work groups such as the Budget & Planning Committee, Parking Committee, Campus Master Plan Committee, Board of Trustees subcommittees or Career Advisory Board. Through their respective college deans and/or department chairs, faculty may also give input about administrative support services.

Needs are also identified through the Administration and Staff Council (ASC), in which staff and administrators voice concerns to the President and Human Resources and identify areas for improving policies and morale. In addition, the administrative program review process was implemented in Summer 2008. Each administrative program was required to submit a detailed report of their respective areas, identify budget needs, personnel needs, and systems integration. A committee was formed to review all the reports, and recommendations were summarized and reported at the Vice-Presidents and Deans Retreat.

A recent example of a support service process is a survey of faculty, staff and administration conducted by Information Technology asking for suggestions on how to make the portal website more efficient and user-friendly. As a result, a new portal will be launched in the summer of 2009.

When an off-campus site is considered, classroom, accessibility and parking are service needs. Attention is given to classroom size, technology, maintenance, temperature controls and ADA standards for accessibility. Access to classroom facilities before and after class and access to food, drink and meeting areas are considered. Parking and easy accessibility of the facility are important factors. For example, an education course offered at a cohort’s local school or a Health Administration course offered at a hospital makes a site more conducive for the student.

**6P3 – Management of Processes for Physical Safety and Security**

In response to the recent campus shootings at Virginia Tech and Northern Illinois, the University has created a Crisis Response Team, which is responsible for writing crisis procedures, educating faculty, staff, administrators, and students about the procedures, and managing crises if they occur.
Protocols are established by direction of Illinois State Law in consultation with the Will County Emergency Preparedness Task Force. In addition, all four institutions of higher education within Will County have shared their respective procedures with each other to assist with establishing consistent processes.

A formal voice mail and text messaging system has been implemented for weather emergencies and other crises. Speaker systems have been placed throughout campus allowing everyone on campus to hear announcements in the event of an emergency.

Student Affairs has implemented a Behavior Intervention Team which conducts threat assessments for students who may be a danger to themselves or others. The protocol is designed to match best practices in threat assessment according to the Association for Student Conduct Administration. Communication for the new process will be presented at a university workshop as well as e-mail notification.

Finally, the Director of Security communicates safety plans by attending meetings held by individual departments and divisions. He has also developed an evacuation plan.

**6P4 – Management of Key Student and Administrative Support Service Needs**

Table 6.1 provides information about the various departments that manage the key support service areas. Each of the departments report to one of six vice presidents. Day-to-day management involves managers such as deans, assistant vice presidents, directors, assistant directors, counselors and support staff personnel running the various offices and service areas with regular staff meetings held by the divisional vice presidents (See organizational chart in portfolio overview). In addition, committees like Quality Student Life and Learning, Diversity Council, Assessment Council, Check-In, New Student Registration, Catholic & Franciscan Charism Council and New Student Orientation teams address support service issues.

The Office of Institutional Effectiveness has established a 2006-2011 Strategic Plan Milestone Chart. Goals related to the strategic directions for various departments are stated in a spreadsheet, and deadlines are given for each goal. The Vice-Presidents and Academic Deans meet monthly to update one another on the progress of these goals, and the Office of Institutional Effectiveness documents all updates.

The College of Business & Health Administration, The College of Nursing & Allied Health, and the College of Education have off-campus sites. The off-campus sites are managed by their respective dean, under the Provost. Curricular expectations and policies at off-campus sites are the same as for on-campus. Every site is visited by an administrator at least twice a year. A student is designated as a location coordinator in the class to act as a liaison between the program coordinator and the students. Program coordinators oversee the administration of the exit survey by the location coordinator.

**6P5 – Documentation of Support Processes**

Documentation of processes occurs through a variety of methods. For example, two divisions (Academic Information Support Services and University Advancement) publish regular newsletters documenting events and highlights within their programs. These newsletters are distributed through the e-mail system.
On the common hard drive for the university, academic assessment plans are available for faculty to share current academic processes. Also, minutes from all formal committee meetings are found on the common drive.

Internal documentation also occurs through department meetings, the Deans and Administrators meetings, and President’s Cabinet meetings.

Finally, knowledge sharing also occurs through presentations conducted at various academic and administrative conferences throughout the year.

**Results (R)**

**6R1 - Measures of Student Processes**

A variety of measures are used to monitor student support service processes. Measures vary from data collection solely by individual service areas to university-wide assessments. The major methods for identifying process needs (see Table 6.1) are the Student Satisfaction Inventory (SSI) and the National Survey of Student Engagement (NSSE). These assessments along with other formal and informal measures are listed in Table 6.1.

Qualitative measures are also performed within specific departments. For example, the Office of Personal Counseling assesses growth and improvement of each client. During the intake, both the client and the counselor rate the client’s level of anxiety about an issue in which he or she is coping on a 1 to 10 scale. At the end of every appointment, both the client and the counselor continue to use the same ratings until the client ceases to attend counseling sessions. The Counseling Center can then report numbers on how many clients felt their level of anxiety went up or down.

Also, exit surveys and the Student Satisfaction Survey are administered to off-campus students to gather data in order to maintain consistent high standards of academic quality and service to students.

**6R2 - Results for Student Support Processes**

Results from data collected through university wide assessments about student support processes are reported throughout the university and provide feedback for appropriate support areas. The needs identified are listed in Table 6.1.

The University was able to take advantage of the feedback loop in the check-in evaluation step (see Figure 6.1) to maintain a high quality of communication of information and to expand its impact on other departments. For example, the University introduced new policies and activities for fall 2006 such as a new parking permit policy, student health insurance requirement and welcoming activities. The information was communicated to students through the check-in process. The check-in process was evaluated to provide feedback to department representatives on the check-in committee to carry out changes.

An example of an identified process need is financial aid processing. In the 2003 Student Satisfaction Inventory (SSI), financial aid assistance was rated significantly low despite its high importance to students. After analyzing the 2003 results and conducting student focus group meetings, the Financial Aid Services area re-evaluated and revised freshmen and transfer
scholarship programs to stay at competitive levels; improved procedures to decrease application turnaround time and scholarship renewal; removed the automated phone line; increased counselor availability and personal contact with students; and expanded initiatives to promote timely student completion of the FAFSA form. There was significant improvement noted in spring 2005 and spring 2008 as indicated by significant increases in student satisfaction according to the Noel-Levitz SSI (Table 6.2A). Further, Financial Aid Services received feedback through the check-in process to implement a registration hold to encourage returning students to process their financial aid earlier in the calendar year.

Other key processes such as residence hall housing conditions and parking also had received significantly low ratings in the SSI for 2003 and 2005. The University’s largest residence hall was renovated in summer 2005 after being identified as a need. More parking spaces were added during the 2005-2006 academic year to address the need for parking planning. Results of the next SSI will provide feedback on improvements in those particular student support areas. However, an increase in continuing resident student retention in fall 2006 (7% increase from fall 2005) provided a positive indicator that students will have a higher satisfaction rating for housing conditions.

In both 2003 and 2005 SSI surveys, students were not satisfied with the Universities commitment to commuters. Because commuters are about ____% of the undergraduate student body, these low ratings were taken very seriously (Table 6.2 C). In spring 2006, the University began to implement improvements in activities for commuters through a commuter assistant program. The goal of the program was to explore ways to address the needs of commuter students. The University initiated a pilot program, in cooperation with student governance, to enlist three commuter assistants to organize commuter-specific events. In addition, this group of students is also utilized to collect information about commuter needs and to assist in acquiring feedback from fellow commuter students about other key process needs. Other initiatives include creating a commuter student information brochure and providing more daytime social activities. These initiatives are only a few of several efforts to expand services to commuters as part of the 2006-2011 strategic plan.

**Table 6.2 Selected Satisfaction Questions from Noel Levitz SSI**

<table>
<thead>
<tr>
<th></th>
<th>2003</th>
<th>2005</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Financial aid awards are announced to students in time to be helpful in college planning.</td>
<td>USF 4.34^ 4.63 5.04^</td>
<td>Nat'l 4.65 4.69 4.77</td>
</tr>
<tr>
<td></td>
<td>Adequate financial aid is available for most students.</td>
<td>USF 4.38^ 4.62 4.85^</td>
<td>Nat'l 4.64 4.65 4.70</td>
</tr>
<tr>
<td>B</td>
<td>There is an adequate selection of food available in the cafeteria.</td>
<td>USF 3.82 3.88 3.66^</td>
<td>Nat'l 3.99 4.06 4.10</td>
</tr>
<tr>
<td>C</td>
<td>Institution's commitment to Commuters</td>
<td>USF 4.59^ 4.57^ 4.91^</td>
<td>Nat'l 4.87 4.87 4.91</td>
</tr>
<tr>
<td>D</td>
<td>My academic advisor is approachable.</td>
<td>USF 5.57 5.67 5.68</td>
<td>Nat'l 5.41 5.38 5.51</td>
</tr>
<tr>
<td></td>
<td>My academic advisor is concerned about my success as an individual.</td>
<td>USF 5.46^ 5.65^ 5.57^</td>
<td>Nat'l 5.16 5.41 5.25</td>
</tr>
<tr>
<td></td>
<td>My academic advisor helps me set goals to work toward.</td>
<td>USF 4.96^ 5.60^ 5.13^</td>
<td>Nat'l 4.70 5.15 4.83</td>
</tr>
<tr>
<td></td>
<td>My academic advisor is knowledgeable about requirements in my major.</td>
<td>USF 5.74^ 5.14^ 5.91^</td>
<td>Nat'l 5.38 4.70 5.49</td>
</tr>
</tbody>
</table>

*Indicates significant difference from USF mean 2005; ^ Indicates significant difference from year's National mean.
Note: Questions are rated on a seven-point scale from “1” being not satisfied at all to “7” being very satisfied, 4 indicates neutral.
Table 6.2 lists key student support service areas which were identified in the previous systems portfolio as areas for growth. Using the Student Satisfaction Inventory, significant improvements were made in the areas of financial aid, commitment to commuter students, and academic advising. Food service remains an area for improvement, and a formal food committee has been established to respond to student needs quickly.

As part of the National Survey of Student Engagement (NSSE), the Catholic Universities Consortium asked participants additional questions distinct to Catholic institutions. In 2004, our student’s understanding of our mission was lower than the national average and significantly lower for seniors. However, because of interventions, both freshmen and seniors at USF claimed they had a better understanding of our mission and that these scores were higher than the national average. The lower scores for seniors compared to freshmen is attributed to a high proportion of transfers among the seniors.

Table 6.3 Knowledge of University's Mission from NSSE

<table>
<thead>
<tr>
<th></th>
<th>FR</th>
<th>SR</th>
</tr>
</thead>
<tbody>
<tr>
<td>The mission of this institution is widely understood by students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>USF</td>
<td>3.46</td>
<td>3.23^</td>
</tr>
<tr>
<td>Nat'l</td>
<td>3.60</td>
<td>3.50</td>
</tr>
<tr>
<td>2004</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2006</td>
<td>3.74</td>
<td>3.47</td>
</tr>
<tr>
<td>2006</td>
<td>3.51</td>
<td>3.37</td>
</tr>
</tbody>
</table>

^ Indicates significant difference from year's National mean

Note: Questions are rated on a 5 point scale from “1” being strongly disagree to “5” being strongly agree, the 3 is freshmen (FR) and seniors (SR)

Tutoring and supplemental instruction processes are utilized by students as learning supports. Table 6.4 reports the results of students using or not using tutoring and supplemental instruction (SI) for fall 2005. Users of the specific learning supports uniformly have an average course grade of 2.0 or higher in the subject area or SI course. Among this group, students tutored in math and writing earn a higher average course grade than non-users. In general, tutored students earn fewer Ds, Fs and Ws than non-tutored students. SI users earn higher course grades than non-users. 529 individuals utilized tutoring services during the 2005-06 academic year as compared to 422 during the 2003-04 academic year.

Table 6.4 Utilization of Tutoring and Supplemental Instruction for Higher GPA Fall 2005

<table>
<thead>
<tr>
<th>Learning Support - Fall 2005</th>
<th>Users Course Grade</th>
<th>Non-users Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutoring Subjects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>2.65</td>
<td>2.58</td>
</tr>
<tr>
<td>Writing</td>
<td>3.10</td>
<td>2.86</td>
</tr>
<tr>
<td>Science</td>
<td>2.38</td>
<td>2.48</td>
</tr>
<tr>
<td>Supplemental Instruction Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pathophysiology</td>
<td>2.64</td>
<td>2.02</td>
</tr>
<tr>
<td>Anatomy</td>
<td>3.45</td>
<td>2.65</td>
</tr>
<tr>
<td>General Chemistry</td>
<td>2.60</td>
<td>2.37</td>
</tr>
<tr>
<td>Biology</td>
<td>3.00</td>
<td>2.28</td>
</tr>
</tbody>
</table>

The College of Education made adaptations to the modular delivery format during its summer term based on information from on and off campus exit surveys.
The results of the SSI administered to off campus students in February 2005 show that our off campus students, both graduate and undergraduate, were significantly higher in overall satisfaction (6.26) than the national average (5.96).

As a result of a site visit by a HLC reviewer in March 2007, the reviewer concluded that “…overall, the pattern of this institution’s operations at its extended sites appears to be adequate, and no further review or monitoring by the Higher Learning Commission is necessary.” The reviewer went on to remark, “The University of Saint Francis has successfully established professional, gracious and individualized services and programs for its off-site students.”

6R3 - Results for Administrative Support Processes

The Campus Master Plan development process is an example of one of the university’s administrative support processes to address the need to improve and expand its facilities. After a commitment by its leadership in 2003 to keep the university in its present location, the university began its development of a comprehensive campus master plan. The goal to make the university a visible anchor of Joliet’s Near West side required working with many stakeholder groups. It required the City of Joliet to commit and invest in its infrastructure around the university and adjacent neighborhoods (approximately $1.2 million). There was extensive input from within the university, external constituencies, neighborhood, sponsoring congregation and city officials. After 15 community meetings, 28 planning meetings and three board meetings, the University finalized its Campus Master Plan from three campus master plan scenarios presented to constituencies. Thanks to unanimous support from its Board of Trustees, the university is completing the first phase of its effort to transform its community (approximately $20 million). During Phase I, the university acquired funds through bonds in 2005 in order to complete major changes to its campus such as the purchase of and renovation of the historic Motherhouse building and the renovation of the Marian Residence Hall. In addition, the university also expanded parking and initiated campus beautification projects such as 1% day and major landscaping of its quadrangle area. The university has recently launched an $8 million capital campaign after achieving a successful “silent” phase.

In addition, the university’s website recently underwent a complete overhaul in order to bring internal web usage into a secure portal and change the external website primarily for the external community and marketing to prospective students. As stated earlier, these changes were a direct result of first gathering feedback from the university community. In addition, training for the use of the new portal will be conducted during “We Are One Day” opening workshop and for departments who request it.

6R4 – Using Information and Results to Improve Services

The University is increasingly more data driven in planning service improvement. Previously, improvements were based mainly on anecdotal information or targeting the practices of other institutions. However, the University’s support areas now use data from formal assessment tools (statistical reports, survey data, or normed assessments) to guide them in identifying key needs such as satisfaction with student life and activities, adequate living conditions, financial assistance, parking planning, commuter student services or learning support services. Information may lead to quick improvements within departments or they may also lead to projects that require collaboration across divisions.
For example, the student satisfaction and EBI Residence Life surveys identified food service as an area of large dissatisfaction. As a direct result, meal plans were changed to reflect the “grab and go” needs of the students, and ability to use meal swipes for payment were expanded to include a second location. A recent AQIP Action Project was the enhancement of the New Student Orientation Program. Student satisfaction with the program increased from 2007 to 2008. After identifying a need for better communication of university policies to students, new programs in alcohol education and sexual assault awareness are scheduled for Fall 2009.

Table 6.2 shows marked improvement in student satisfaction for financial aid processing and connections to commuter students from 2005 to 2008 as measured by the Noel-Levitz SSI.

6R5– Comparing Results with Other Education Institutions and Beyond

The university is able to compare its results from formal assessments such as the Student Satisfaction Inventory to nationally normed data. We are able to identify strengths, weaknesses and opportunities for improvement in student support services. We are also able to compare ourselves to like schools. For example, the National Survey of Student Engagement data allowed us to compare our results to those of other Catholic Universities. We have identified a list of aspiring schools in which to compare key results in order to improve our level of support services.

The Office of Residence Life conducted the EBI Resident Assessment survey in April 2009. Results were published in June 2009, and the university chose to compare itself to six like institutions who had also completed the survey: Aurora University, College of St. Catherine, William Woods University, Rockhurst University, DeSales University, and Hamline University. Of the 19 topical areas (see list below), St. Francis scored below the “Select 6” institutions in 17 areas of student satisfaction. Only “Learning Outcomes: Personal Growth” was significantly higher and “Learning Outcomes: Diverse Interactions” showed no difference. The university recognizes the need to improve the residence life department, and a new Director has been hired to help change the culture and create a strong sense of community within the residence halls.

EBI Resident Assessment survey: Factors
Learning Outcome: Personal Growth
Learning Outcome: Diverse Interactions
Learning Outcome: Manage Time, Study, Solve Problems
Learning Outcome: Personal Interactions
Satisfaction: Hall Programming
Satisfaction: Facilities
Satisfaction: College/University
Satisfaction: Services Provided
Satisfaction: Room/Floor Environment
Satisfaction: Safety and Security
Satisfaction: Hall Student Staff
Satisfaction: Dining Services
Satisfaction: Room Assignment or Change Process
Improvements (I)

6I1 – Recent Improvements and Comprehensive Processes and Results

Improvement priorities for the student support services have included:

- Increase student services for students of diversity: Office of Diversity, Brother to Brother, Authentic Manhood (number of students affected)
- Enhance and integrate career development opportunities for students added NACE Link for alumni and student job listings as well as job postings; guest speakers added also; Moved department into the Academic Advising and Career Services so students can go to the same place for more services
- Assess and improve the process of developing or changing student-related policies such as …..
- Added a VISTA volunteer to enhance the service learning program for students and faculty
- In the Motherhouse the following areas were added: new residence hall, study hall, Bistro (dining), Computer Center and Student Service Wing
- Moving the Visual Arts Department to the Artist District in downtown Joliet this fall
- Change the conduct process to include the creation of a conduct board for higher level cases in accordance with best practices in conduct administration

Improvement priorities for the administrative support services include:

- Upgrade university facilities and infrastructure: See above
- Acquire and allocate additional resources and increase philanthropic giving: Capital Campaign has been launched; a grant writer position has been added in the Development Office.
- Developing fair and competitive employee compensation packages: Phase 2 of the administrative compensation plan review, which is an analysis of all administrative and staff positions by an outside firm

The university communicates results and improvement priorities through divisional meetings, university wide kickoff gatherings, feedback sessions, email reports and literature. Communication to other stakeholders utilizes periodic reports, special campus meetings or events, press releases, the university website and the university magazine.

6I2 – Culture and Infrastructure to Select Processes to Improve and Set Targets for Performance Results

At the August 2007 Board of Trustees retreat, one of the topics was what type of data would the Board like to have to be able to make good decisions. Based upon the data elements discussed, and with additional discussion with the Board and the VP’s and President, a dashboard of elements and KPI’s (See section 7R2 and Appendix ###) for each element was designed for the
Board. In addition, a dashboard and KPI’s were developed for most committees of the Board. For each dashboard element, the Vice President for that area set a goal for the element. This was the first time that the VP’s had set goals that were published in other areas outside of enrollment. In September of 2009, the Board meet in retreat once again. One of the items for discussion again includes the Dashboard and KPI’s. In the book Turnaround: Leading Stressed Colleges and Universities to Excellence, by James Martin, James E. Samels and Associates, the authors suggest a checklist of stress indicators to watch. We will be asking the Board if they would like to add these indicators or replace some of the current indicators in the dashboard. We will continue to hone the indicators and look at improved ways to set goals for these indicators.