**FOCUS GROUP PROJECT GOALS**

Each year when Sullivan University Dean and Department Chairs review our Noel-Levitz SSL results, we exercise any remedial that has a gap score of 0.60 or higher. One question that meets this criteria is question 457, consistently cited by students as important to them but not satisfying.

Understanding how students define run-around can be very subjective. The actual complaint could range from simple to quite complex. A better understanding of the viewpoint behind run-around was critical to a more accurate view of the problem.

In the spring of 2014, the library staff partnered with members of the CAI Committee to conduct a series of focus groups to survey students on their impressions when answering this question. In the hope this additional clarification would make both our assessment efforts and plans for improvement.

**ACTION ITEMS - suggested by STUDENTS**

- Offer walk-in service and follow-up with a call after contact, such as interaction with someone in financial planning or academic services.
- More communications to students about how to limit student success contacts, both frequency and timing.
- Increase topics that can receive tutoring—such as legal research.
- Continue monitoring student contact beyond first quarter.

**ACTION ITEMS - suggested by STAFF**

- Adapt business model of "product knowledge" training for staff in each department that assist students. Would allow for more appropriate referrals when directing someone to another desk or department.
- Students to be informed about changes on campus, even if events won't affect them—increases efforts to update students regularly about changes such as new staff or organizational changes. Consider the right student population specifically time on campus can be more limited than day students.
- Each campus department utilizes some form of social media to connect with students. Use these forms to re-emphasize campus events and deadlines. For example, see the library's Facebook page for tips on how to add your deadlines or important updates to students.
- Sometimes we don't "hear" what is being asked, hence sending them off to another office, may not be returned or frustrated.
- Practice the warm referral method—start with a call to office where the student is going to be asked for their email and go to work with them as they are arriving with a name and takes minute to work them over provide clear directions.

**A few LESSONS Learned**

- Add method for students to provide follow-up feedback. Students mentioned later they had things they wish they would add, create an email form or distribute via e-mail address.
- Include FOCUS class first or second quarter students in addition to the 854 students (potential production students) for the "newest" perspective.
- Get time limits on each question gets some discussion time. "Memorize how to start off" steps from taking too much time.
- Electric consistent (and concise) explanations for each group to explain the focus group process, why we want to know these things and what happens next.

**FEEDBACK - Expect the Unexpected**

The topics of comment we get from students were a combination of both the expected and unexpected, both compliments and criticisms.

Certain campus departments were mentioned at each session:

- Financial Aid—supervision, communication issues
- Bookstore—food inventory
- Student success (retention initiative)—frequency of contact
- Student Services—parking, food availability on campus, timing of campus events

Unexpected topics included:

- Classroom interaction/use of PowerPoint slides
- Security camera—student thought we needed more, particularly for parking lot
- Counseling/mentor camps—New student mentoring to continue first quarter
- Class availability/online schedule to more closely match their personal schedules

And finally, there were topics that were repeated, but not mentioned:

- IT problems—network down time, Student portal access issues
- Library—connecting via remote access, availability of full-text articles

**What Happens Next?**

For 2014, our students took the Noel-Levy survey during May—just a few weeks after we conducted our Focus Groups. Results were received in June, and will be distributed to administrative, faculty, and departments in upcoming months. A summary of the focus group responses were distributed to campus administration, faculty, and department chairs that review and assess the Noel-Levy results. A report will be given to members of the CAI Committee to serve as they plan for initiatives and outreach during Fall quarter and beyond.