

# **Student Life Studies Customer Service Surveys 2015-2016**

## **Background**

According to its website (<http://studentlifestudies.tamu.edu/about>), Student Life Studies “provides leadership in assessment and planning to the Division of Student Affairs and to student organizations, maximizing program effectiveness and emphasizing student learning.” Furthermore, the vision of the department is to “create a Student Affairs culture that values meaningful assessment, uses results to guide improvement, and articulates contributions to student success.” One goal for Student Life Studies is to provide quality assessment services to facilitate client planning and decision-making.

Student Life Studies wanted to assess clients who utilized the department’s services to understand their satisfaction and use of assessment results in making program improvements. Student Life Studies has conducted various forms of a client assessment since 2005.

## **Method and Sample**

Student Life Studies developed two surveys using Qualtrics<sup>®</sup>, survey design software that creates web-based forms and databases. The customer satisfaction survey consisted of 20 questions: 15 were quantitative and five were qualitative. Not all respondents saw all the questions due to branching technology. The electronic survey link was sent to clients approximately one month after completing a project with the department. Emails with the survey link were sent to 93 clients throughout the year, and 51 responded to some part of the survey, for a 55% response rate.

The nine-question use of results survey consisted of four quantitative questions and five qualitative questions. Due to branching technology, not all respondents saw all the questions. The survey link was emailed to 72 clients approximately two or three months after the project was completed. The survey had a 53% response rate with 38 respondents completing some part of the survey.

Student Life Studies evaluated the results of surveys using SPSS<sup>®</sup> and Stata<sup>®</sup>, statistical software packages, and Microsoft Excel<sup>®</sup>.

## **Results**

Results include means, standard deviations (sd), and frequency percentages for the number of people (n) who responded to the question. For ease of reading, frequency percentages have been rounded to the nearest whole percent, so totals may not add up to exactly 100%. Qualitative themes are summarized within this report, the full qualitative responses can be found in separate documents. Both survey instruments were changed for the 2015-2016 academic year; therefore, there will not be comparisons to previous years. This report is divided into two sections: Customer Satisfaction Survey and Use of Results Survey.

### **Customer Satisfaction Survey**

Clients were asked a series of statements about their experience working with Student Life Studies on their project. The response options provided were yes, no, maybe, and not applicable (NA); however, the NA response were removed from the analysis. Table 1, on the following page, shows that clients were generally positive regarding all statements, especially understanding the steps of the assessment process and understanding the summary information provided. While still positive, fewer clients felt that the Assessment Questionnaire form helped them define their assessment project.

<b>Please respond to the following statement based on your experience working with Student Life Studies on your project.</b>	<b>Yes</b>	<b>No</b>	<b>Maybe</b>	<b>n</b>
I understood the steps in the assessment process.	100%	--	--	45
I understood the summary information (quantitative output/qualitative comments) provided.	100%	--	--	9
The assessment was designed in the time frame explained to me.	98%	2%	--	45
The timeline of development, data collection, analysis, and receiving results was clearly explained.	96%	--	4%	45
The results (quantitative output/qualitative comments/report from SLS) was provided in the time frame explained to me.	93%	4%	2%	45
The Assessment Questions form helped me define the project.	83%	10%	8%	40

Table 1: Experience with Student Life Studies

When asked if they learned about assessment through working on their assessment project, 46% said yes, 26% said maybe, and 28% said no. Those who indicated they learned about assessment (n=21) were asked to explain what they learned. Respondents commented that they learned about their performance with the services they provide, assessment methods used to gather information, and about an aspect of the assessment process such as designing questions, sampling, or statistics. One respondent indicated that this was new to him/her and everything learned through Student Life Studies was helpful.

Clients who received a written report from Student Life Studies were asked if they read the report. Almost all (96%) stated they had read the report and 4% had not read it, but planned to read it. None indicated that they did not plan to read the report. Those who read their report (n=25) were asked about the usefulness of each section in the report. Table 2 reveals that all sections were helpful to some degree, and that the results section was most helpful. There was a follow-up question for anyone reporting a section as not being helpful to find out what would have made that section more helpful. Nobody selected the not helpful option, so nobody saw this follow-up question.

<b>How useful was each section of the report?</b>	<b>Very Helpful (3)</b>	<b>Somewhat Helpful (2)</b>	<b>Not Helpful (1)</b>	<b>Mean (sd)</b>
Results	96%	4%	--	2.96 (.20)
Conclusions and Recommendations	88%	12%	--	2.88 (.33)
Background	52%	48%	--	2.52 (.51)
Method and Sample	48%	52%	--	2.48 (.51)

Table 2: Usefulness of the Assessment Report (n=25)

Furthermore, respondents who received a report from Student Life Studies were asked if they had shared or planned to share the report with others. Three-fourths (76%) reported they had already shared the report, and 24% responded that they planned to share the report, but had not done so yet. Nobody reported that they did not plan to share the report.

All clients were asked about their timeline for implementing changes based on the results from their assessment project. Over one-third (39%) indicated they would make changes in 0-3 months, 15% said 4-8 months, and

24% said 9-12 months. Additionally, 9% stated it would be more than one year, and 11% indicated they did not know the timeline for implementing changes. Alternatively, 2% selected that they did not plan to use the information (n=1), and were asked a follow-up question to explain why the information would not be used. The respondent did not write in a response.

Respondents were asked how their assessment project provided evidence of their effectiveness, efficiency, and/or contribution to student learning. Many talked about the assessment demonstrating the impact on students or what students learned through different programs and services. Several also indicated the assessment showed areas for improvement to continue serving students. One respondent mentioned finding out about the effectiveness of changes that had already been made. A few respondents reported that their assessment did not provide any evidence of these areas.

When asked if they were satisfied working with Student Life Studies staff on their project, 100% of respondents said yes (n=45). On the final question, clients were provided the opportunity to share any comments or concerns about their experience working with Student Life Studies. Clients were mostly positive about their overall experience with the department and reported staff members being helpful, enthusiastic, patient, accommodating, and quick in responding. One person indicated that the results were provided after the identified timeframe.

### Use of Results Survey

Clients were initially asked if they made changes or improvements based on their assessment results. Almost half (42%) reported they had made changes, 53% stated that they had not made changes yet, but planned to, and 6% said they were not making any changes or improvements. Those who made changes (n=15) or planned to make changes (n=19) were asked to explain. Respondents shared a wide variety of ways results had been used including in programming efforts, marketing, changing forms, adjusting timelines, increasing recruitment, modifying program logistics, hiring staff, and changing policies. Alternately, clients who indicated they were not making changes (n=2) were asked to share their reasons. One respondent indicated the assessment was just to gather information as this point. The other respondent stated that there were no suggestions provided and that it would not change the training.

When asked if they had shared the results from their assessment project with others, 69% said yes and 31% indicated not yet. Nobody selected the “no” option for the question. Clients who shared (n=25) or planned to share (n=11) the results were asked to indicate where the results were shared through a select-all-that-applied question. Table 3 demonstrates that staff meetings are the most common place clients share assessment results. Nobody selected the options of sharing results through articles. Those selecting the “other” response option were provided the opportunity to write in a response. Those who provided a comment indicated sharing with supervisors, at committee or team meetings, and through trainings. Furthermore, any client who had selected that they were not sharing their assessment results would have received the follow-up question to elaborate on reasons they were not sharing.

Where did you share the results (or plan to share the results)? (Check all that apply)	Frequency Percentage
Staff meeting	62%
Other	38%
Student organization	29%
Department assessment plan/WEAVEonline	27%
University committee	15%
Division meeting	6%
Conference	3%
University community	3%
Article	--

Table 3: Sharing Assessment Results (n=34)

Clients were asked if working with Student Life Studies on their assessment project helped them tell their story. Two-thirds (69%) said yes, 22% were unsure, and 8% stated no. All respondents were asked to explain their response. Those who said yes (n=25) explained that their assessment results provided data for the first time, gave a profile of the students served, identified effectiveness of their services, and confirmed what they had long believed or perceived. Those who were unsure (n=8) were not sure the results helped them tell their story, but provided them usable information to make improvements or gave them information about part of their story. Those who said no (n=3) indicated there was no story to tell with their assessment and that they only had Student Life Studies pull a sample for their survey.

The final question asked clients how Student Life Studies could assist them in the future. Most responses were about the department continuing to provide services, assistance, and support to clients with their assessment needs. A few suggestions included challenging clients in what they are assessing, offering suggestions and recommendations, and helping with focus groups.

### **Conclusions, Recommendations, and Action Plans**

Overall, clients are highly satisfied with the services provided by Student Life Studies. Clients appreciate what the department provides for them and helping others with their assessment efforts. Additionally, many clients expressed praise for individual staff members within the department. Furthermore, clients reported learning about assessment through working with Student Life Studies.

Clients reported sharing assessment results with stakeholders as well as using results to make changes and improvements. These results were consistent on both surveys.

Student Life Studies is encouraged to continue to pay attention to the timeline of projects and when results will be provided back to clients. There were very few suggestions or constructive criticisms, but the few that were shared focused on project timelines.

Department staff members are encouraged to share the results from this assessment with stakeholders. While qualitative themes were summarized, staff are also encouraged to read comments to have a complete understanding of responses.

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Prepared on: September 27, 2016

*Services provided by Student Life Studies are funded, in part, by Texas A&M University Advancement Fee.*