

Student Life Student Assistance Services Student Experience Assessment 2021 - 2022

Purpose of Assessment

Student Assistance Services (SAS) is one of the units in Student Life where students are often referred to for a variety of reasons such as concerning behavior, student death, sexual violence, withdrawal from school, student welfare checks, and general consultation. Student Assistance Services wanted to gather feedback on the experience of students who meet with staff in their office. This is the fourth time this assessment project has been conducted.

Key Findings and Recommendations

Student Affairs Planning, Assessment & Research (formerly Student Life Studies) identified some key findings and developed actionable recommendations the department may take based on the results. However, Student Assistance Services staff may identify other findings using their knowledge and understanding of the students they serve. Staff members are strongly encouraged to read all the results and qualitative comments to gain a fuller understanding of students' experiences.

- The NPS® is an index ranging from -100 to +100 and measures the willingness of someone to recommend a product or service to others. A score above zero is considered good, scores above 50 are considered great, and scores above 70 are world-class. Students rated Student Assistance Services at a Net Promoter Score® of +64.5. Additionally, 89% of students said they were likely to reach back out to SAS for help.

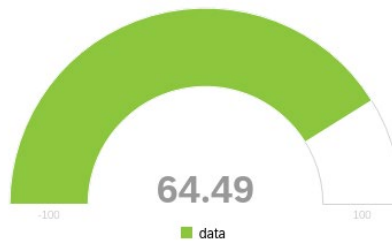


Figure 1: Net Promoter Score®

- Overall, students were positive regarding their experience with Student Assistance Services. A vast majority of the students (92% or higher) reported that SAS listened to them, was approachable, provided helpful information, helped them navigate their situation, and overall were satisfied with their experience. All areas were higher when compared to last year.
- Some students had a less satisfying experience engaging with Student Assistance Services. One consistent comment from less satisfied students was that someone from Student Assistance Services did not follow up with them as they were told or that phone calls were not returned.
 - Student Assistance Services may want to examine their process and procedures for follow-up meetings or sharing information and ensuring that all phone messages are being delivered to the appropriate staff member.
- SAS has an impact on the students they serve. Three-fourths of students (75%) self-reported they could identify at least one resource after meeting with SAS. Furthermore, 80% of students reported actually

utilizing or planning to use a resource they learned about when meeting with SAS. This is an increase compared to last year; however, it is a slight decrease when compared to two and three years ago.

Method and Sample

An electronic survey was developed using Qualtrics®, a software program that creates web-based surveys and databases. The 20-question survey contained 13 quantitative questions and seven qualitative questions. Due to branching technology, not all respondents saw every question. The data were analyzed using SPSS®, a statistical software package, and Microsoft Excel®.

The electronic survey link was sent to students who met with a staff member from Student Assistance Services approximately one week after their appointment. Surveys were sent approximately once a week from September 17, 2021, through May 27, 2022, to 749 students; however, three email addresses were undeliverable. Up to two reminders were sent to non-respondents before the survey closed in June 2022. Of the 746 students successfully receiving the survey invitation, 131 completed some part of the survey, yielding an 18% response rate, which is one percentage point higher than last year.

Results

Results are reported as means, standard deviations (sd), and frequency percentages for the number of people (n) who responded to the question. For ease of reading, percentages are rounded to the nearest whole percent, so totals may not add up to exactly 100%. Tables are in descending order for 2021-2022 mean or frequency percentages. Summary themes for the qualitative questions are contained in this report; the entire list of responses can be found in a separate document. Comparisons to previous years will be made where appropriate.

Students were asked about how their appointment with Student Assistance Services (SAS) was scheduled. Table 1 indicated that almost half of the students came to SAS through a referral. Those selecting “something else” (n=2) had the opportunity to specify who referred them and two students wrote a comment sharing that an appointment was set up for one student as they left the hospital, and a lab coordinator told another student about SAS and the student scheduled an appointment.

Which best describes how your appointment with Student Assistance Services was scheduled?	2021-2022 Percentage [n=120]	2020-2021 Percentage [n=87]	2019-2020 Percentage [n=209]
I was referred by someone else	48%	53%	44%
I was contacted directly by Student Assistance Services	31%	31%	38%
I found Student Assistance Services on my own	19%	14%	18%
Something else	2%	2%	*

Table 1: Reached Student Assistance Services

*Question not asked

Students who were referred to SAS by someone else (n=58) were asked to identify who referred them through a select all that apply formatted question. Table 2, on the following page, shows that students referred to Student Assistance Service came from a faculty member and CAPS the most. Those selecting the “someone else” option (n=9) had the opportunity to write who referred them and all nine wrote something. Those mentioned included staff members, Women’s Resource Center, the Red Cross, a Posse mentor, help desk central, family consultant, and Reformed University Fellowship. Additionally, a couple of students shared that they did not know who referred them.

Who referred you to Student Assistance Services? (select all that apply)	2021-2022 Percentage [n=58]	2020-2021 Percentage [n=52]	2019-2020 Percentage [n=209]
Faculty/Professor	19%	26%	21%
Counseling and Psychological Services (CAPS)	19%	20%	32%
Advisor	17%	28%	19%
Student Health Services	17%	*	*
Someone Else	16%	22%	16%
Family Member	12%	4%	10%
Friend/Classmate	5%	9%	9%
Disability Resources	2%	2%	2%
GLBTQ+ Pride Center	*	2%	1%
12 th Can	*	--	2%

Table 2: Referrals
*Question not asked

Students were asked if they were able to identify at least one supportive university and/or community resource that they could utilize after they met with Student Assistance Services. Table 3 demonstrates that similar to the last two years, almost three-fourths of students could identify at least one resource. Those indicating they could identify a resource (n=79) were asked to list that resource and 71 students shared a wide range of resources. Over one-third of students reported that they could utilize Counseling and Psychological Services (CAPS). Other resources mentioned included the 12th Can, Disability Resources, and Student Health Services.

Can you identify at least one supportive university and/or community resource that you can utilize after meeting with Student Assistance Services?	2021-2022 Percentage [n=105]	2020-2021 Percentage [n=81]	2019-2020 Percentage [n=62]	2018-2019 Percentage [n=109]
Yes	75%	73%	76%	85%
No	25%	27%	24%	15%

Table 3: Learn About Resources

When asked if they actually had utilized at least one resource that they learned about since meeting with Student Assistance Services, over half reported they had used at least one resource, as seen in Table 4. This was an increase compared to last year.

Have you utilized at least one resource since meeting with Student Assistance Services?	2021-2022 Percentage [n=109]	2020-2021 Percentage [n=84]	2019-2020 Percentage [n=62]	2018-2019 Percentage [n=115]
Yes	54%	46%	63%	70%
Not yet, but planning to	26%	24%	*	*
No, it was not needed	13%	14%	*	*
No	7%	16%	37%	30%

Table 4: Utilized Resources
*Question not asked

Students indicating they had not utilized a resource (n=8) were asked a follow-up question to share what had prevented them from utilizing a suggested resource(s). The most common response from the four students was not being suggested any resources. Other reasons shared included not knowing what to do and that a coordinator had not responded to emails.

Students were asked to rate their level of agreement or disagreement with their experience with Student Assistance Services. Table 5 demonstrates that students generally agreed with all statements. Additionally, students' agreement with all statements increased compared to last year.

	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	21-22 Mean (sd) [n]	20-21 Mean (sd) [n=84]	19-20 Mean (sd) [n=58]	18-19 Mean (sd) [n=114]
The staff member listened to me during our meeting.	86%	12%	2%	--	--	4.84 (.41) [108]	4.71 (.77)	*	*
The staff member was approachable during our meeting.	84%	15%	1%	--	--	4.83 (.40) [107]	4.70 (.82)	*	*
The staff member provided helpful information regarding my situation.	77%	15%	6%	1%	2%	4.64 (.79) [108]	4.56 (.91)	*	*
The staff member helped me navigate the situation I was going through.	76%	16%	6%	2%	1%	4.64 (.76) [108]	4.51 (.94)	*	*
Overall, I am satisfied with my experience with Student Assistance Services.	78%	14%	4%	3%	2%	4.63 (.84) [108]	4.51 (1.06)	4.36 (1.06)	4.38 (.93)

Table 5: Student Experience

*Question not asked

A follow-up question asked students who disagreed or strongly disagreed with any of the statements what would have improved their experience. Five students wrote a response and shared their experiences. Three students indicated that the person they met with in SAS did not follow up as was stated in the meeting or that phone calls were not returned. One student did not feel that peers should be in this position and one student felt that SAS should have access to forms students filled out, that meetings should not be scheduled randomly, and not repeat over and over the purpose of the meeting.

Table 6, on the following page, displays the results when respondents were asked about the impact of meeting with SAS. Students were mostly in agreement with both statements. When disaggregating the results, male students, master's students, students not in the Top 10% of their high school class, and students in the college of engineering or Liberal Arts were less in agreement that they could make a more informed decision to navigate their situation. All disaggregated results can be found in a separate document. As a reference to previous years, the question asking students if SAS helped them continue their enrollment was a yes/no question. In 2019-2020, 81% of the respondents said yes, which was similar to the 79% in 2018-2019.

	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	21-22 Mean (sd) [n]	20-21 Mean (sd) [n]	19-20 Mean (sd) [n=58]	18-19 Mean (sd) [n=114]
After meeting with Student Assistance Services, I was able to make more informed decisions on how to navigate my current situation.	64%	21%	8%	3%	4%	4.39 (1.01) [108]	4.31 (.94) [84]	4.14 (1.02)	4.25 (.97)
Student Assistance Services has helped me continue my enrollment at Texas A&M University.	51%	22%	21%	5%	1%	4.17 (.99) [104]	4.15 (1.16) [82]	*	*

Table 6: Impact on Students

*Question not asked

Students reporting that they agreed or strongly agreed that they were able to make more informed decisions to navigate their situation (n=92) were asked what they had done to navigate their situation. Several response options were shared by the 58 students who wrote a comment. Many students reported that they had talked with faculty members or contacted a necessary office or resource. Several commented on receiving financial assistance and having the funds for college or to eat. A few students talked about taking a step back by dropping a class or withdrawing from the university.

All students were provided the opportunity to explain how SAS had or had not helped students continue in their enrollment and 49 wrote comments. Those who said Student Assistance Services helped them continue their enrollment shared positive comments about the office and individual staff members. Students stated that SAS helped them improve their financial situation, provided them with resources to finish the semester, and assisted in working with professors or taking a leave from the university. Some of those who said Student Assistance Services did not help them continue their enrollment indicated that they were struggling in their classes and that they had not received a response from Student Assistance Services.

Students were asked about their likelihood or unlikelihood to contact Student Assistance Services in the future. Table 7 indicates that similar to last year, students reported the highest likelihood of going back to Student Assistance Services for help if needed while at Texas A&M in the past four years.

	Very Likely (5)	Likely (4)	Neutral (3)	Unlikely (2)	Very Unlikely (1)	21-22 Mean (sd) [n=108]	20-21 Mean (sd) [n=84]	19-20 Mean (sd) [n=58]	18-19 Mean (sd) [n=110]
How likely are you to reach out to Student Assistance Services for help with issues that may arise during your time at A&M?	68%	21%	6%	5%	1%	4.50 (.87)	4.35 (.96)	4.28 (1.11)	4.26 (1.05)

Table 7: Return to Student Assistance Services

Students who stated they were unlikely or very unlikely to reach out to Student Assistance Services for help with issues that may arise (n=6) were asked a follow-up question about what would prevent them from contacting Student Assistance Services. From the five comments, one student stated it was due to their experience, one will graduate, one does not want to bother others with their problems, one said they did not get a response back, and one shared that they do not have the time.

The NPS® is an index ranging from -100 to +100 and measures the willingness of someone to recommend a product or service to others. Using a Net Promoter Score® (NPS®) question, students were asked how likely they were to refer their friends or peers to Student Assistance Services. Respondents were given the options of zero to 10 with 10 being most likely to recommend SAS to others. Scores of nine or ten are promoters, scores of seven or eight are passives, and scores of six and below are detractors. The NPS® is determined by subtracting the percentage of detractors from the percentage of promoters. Given the NPS® range of -100 to +100, generally, a score above zero is considered good, scores above 50 are considered great, and scores above 70 are world-class. As can be seen in Figure 2 the Net Promoter Score® for SAS was +64.5, an increase of 13.9 points.

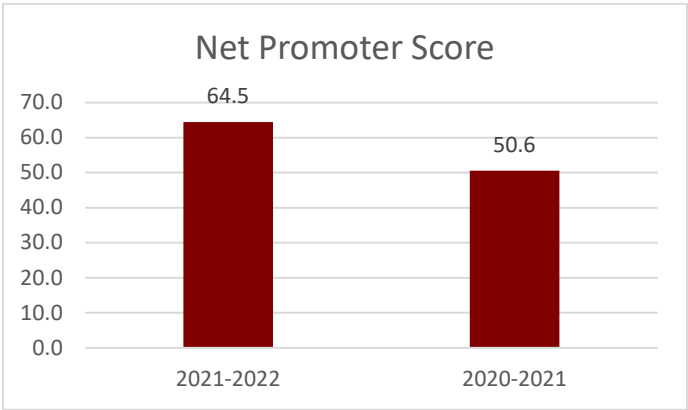


Figure 2: Net Promoter Score® Comparison

Figure 3 shows the breakdown of promoters, passives, and detractors. Three-fourths of the students responding were promoters. Additionally, Table 8, on the following page, provides a more detailed breakdown of the Net Promoter Score® and reveals that almost two-thirds (64%) of the respondents rated recommending SAS at 10, which is the same as last year.

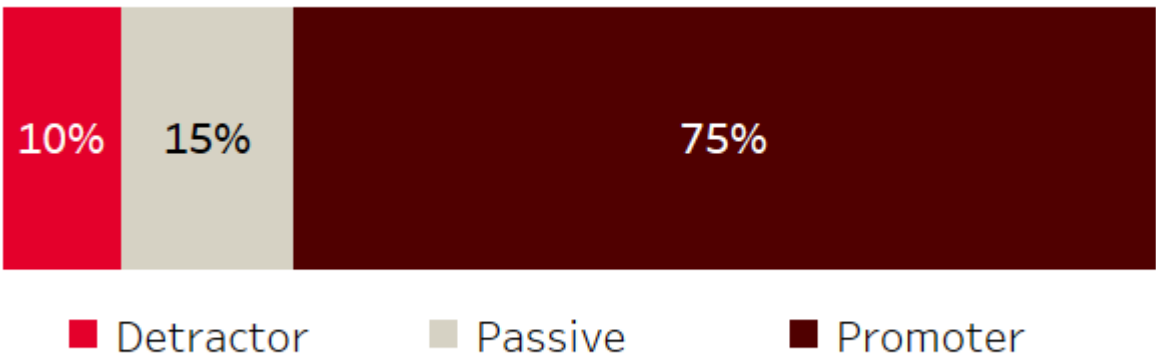


Figure 3: Breakdown of Net Promoter Score®

Net Promoter Score		2021-2022 Frequency Percentage [n=107]	2020-2021 Frequency Percentage [n=83]
Promoter	10	64%	64%
	9	11%	6%
Passive	8	12%	5%
	7	3%	6%
Detractor	6	1%	6%
	5	4%	5%
	4	--	4%
	3	2%	2%
	2	4%	1%
	1	--	--
	0	--	1%

Table 8: Breakdown of the Net Promoter Score®

Students could explain their zero to 10 ratings and 44 provided a comment. Promoters (those rating a nine or 10; n=80) had high praises for Student Assistance Services and individual staff members. Students described SAS as helpful, a great resource, non-judgmental, and empathetic. A few indicated they did not know about SAS until they were referred, and some commented on receiving financial options or assistance. Passives (those rating SAS a seven or eight; n=16) were also positive about their experience and that they are useful and approachable. Some detractors (those rating between a six and zero; n=11) said they did not have a lot of interaction with Student Assistance Services or that depending on the circumstances, they might refer others to SAS. Two students indicated that they did not have their phone calls returned.

The final question gave students the opportunity to write anything else they would like to share with Student Assistance Services to help improve the student experience. Almost half of the 35 comments were praises for Student Assistance Services and individual staff members. There were a few suggestions or things students indicated they would like to see including having staff respond to students, increasing the advertisement of their services more, explaining your role better to students, and not having graduate students do the follow-up.

Student Assistance Services provided the Universal Identification Numbers (UINs) of students who were sent the survey. The UINs were used to gather demographic information from the university student database. The demographic information for all students the survey was sent to and those who responded can be found in Table 9, on the following page in descending order for the survey respondents for each category. Duplicated UINs for students who interacted with SAS multiple times were removed and only counted once. Many demographic categories were similar for those receiving the survey and those completing the survey with a few exceptions. Fewer undergraduate students and students who were not first-generation responded to the survey than those who received the survey. Alternatively, more International students, doctoral and master's students, and students in the Bush School of Government and Public Health responded to the survey.

	Survey Sent [n=350]	Respondents [n=72]
Classification		
Senior	35%	32%
Masters	7%	18%
Doctoral	6%	17%
Junior	21%	14%
Sophomore	17%	10%
Freshman	13%	7%
Nondegree / Post-Bachelor	1%	1%
Pharmacy	<1%	1%
College		
Engineering	28%	35%
Education and Human Development	10%	11%
Liberal Arts	15%	11%
Agriculture and Life Sciences	9%	10%
Medicine/Public Health/Pharmacy/Nursing	3%	10%
General Studies	10%	7%
Science	5%	7%
Bush School of Government	1%	4%
Mays Business School	8%	3%
Architecture	5%	1%
Veterinary Medicine	4%	1%
Geosciences	1%	--
Sex		
Female	53%	63%
Male	47%	38%
Ethnicity		
White	46%	43%
Hispanic or Latino	27%	18%
International	5%	17%
Black or Multi-Racial with Black	9%	11%
Asian	7%	4%
Multi-Racial (excluding Black)	4%	3%
Unknown or Not Reported	1%	3%
American Indian	1%	1%
First Generation Status		
Not First Generation	60%	42%
First Generation	30%	33%
Unknown	10%	25%
Top 10 Percent Status		
Not Top 10%	67%	76%
Top 10%	33%	24%

Table 9: Student Demographics

Department Background

According to its website (<https://studentlife.tamu.edu/>), Student Life “strives to enhance your opportunities as a student to participate fully in the University experience.” The department does this through sharing information, services, programs, and involvement opportunities. Student Assistance Services is one of nine program areas in the department. While each area has a specific mission and function, they all have the common goal to provide education, outreach, and support to students. According to its website (<https://studentlife.tamu.edu/sas/>), Student Assistance Services seeks “to connect Texas A&M University students with the appropriate guidance, resources, and support to address a variety of personal and academic matters.

Student Affairs Planning, Assessment & Research and Project Details

The Department of Student Assistance Planning, Assessment & Research (SAPAR) provides quality assessment services, resources, and assessment training for departments in the Texas A&M University Division of Student Affairs and student organizations. Services by Student Assistance Planning, Assessment & Research are funded, in part, by the Texas A&M University Advancement Fee. Results of this project and other assessment projects done through Student Assistance Planning, Assessment & Research can be found at <https://studentlifestudies.tamu.edu/results/>. Additionally, division staff and students can follow Student Assistance Planning, Assessment & Research on Facebook.

To work with Student Assistance Planning, Assessment & Research for future assessment projects, please fill out the Assessment Questionnaire at <https://slsform.dsaapps.tamu.edu/>.

Report prepared for: Melanie McKoin-Owens, Student Assistance Services, Student Life
Report prepared by: Kelly Cox, Student Assistance Planning, Assessment & Research
Report prepared on: August 1, 2022
Surveys designed by: Kelly Cox, Student Assistance Planning, Assessment & Research
Analysis prepared by: Robert Tirso, Ph.D., Student Assistance Planning, Assessment & Research