

Student Life Studies Customer Service Surveys 2017-2018

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 culture in the Division of Student Affairs 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 the clients who utilized the department’s services to understand their satisfaction and how they use 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®, survey design software that creates web-based forms and databases. The customer satisfaction survey consisted of 12 questions: nine were quantitative and three 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. Emails with the survey link were sent to 112 clients between September 2017 and August 2018, and 37 responded to some part of the survey, for a 33% response rate (an 8% decrease from the previous year and a 22% decrease from two years ago).

The eight-question use of results survey consisted of four quantitative questions and four qualitative questions. Due to branching technology, not all respondents saw all the questions. The survey link was emailed to 119 clients approximately two or three months after the project was completed. The survey had a 35% response rate with 42 respondents completing some part of the survey; which was an 18% decrease from the past two years, which had the same rate.

Student Life Studies evaluated the results of both surveys using SPSS®, statistical software packages, and Microsoft Excel®.

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%. Summary themes for the qualitative questions are included in this report; the full qualitative responses can be found in separate documents. Comparisons to the results from previous years will be made. This report is divided into two sections: Customer Satisfaction Survey and Use of Results Survey.

Customer Satisfaction Survey

Clients were asked a series of questions related to 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 responses were removed from the analysis. Table 1 shows that clients were positive regarding all statements. Additionally, the yes responses for all statements either stayed the same or increased compared to last year.

Please respond to the following statement based on your experience working with Student Life Studies on your project.	2017-2018				2016-2017	2015-2016
	Yes	No	Maybe	n	Yes	Yes
I understood the steps in the assessment process.	100%	--	--	34	89%	100%
The assessment was designed in the time frame explained to me.	97%	3%	--	34	97%	98%
The timeline of development, data collection, analysis, and receiving results was clearly explained.	94%	3%	3%	34	94%	96%
The results (quantitative output/qualitative comments/report from SLS) was provided in the time frame explained to me.	94%	3%	3%	35	85%	93%

Table 1: Experience with Student Life Studies

When asked if they learned about assessment through working on their assessment project, 69% of the respondents reported yes, they did learn about assessment, 23% said no, they did not, and 9% said maybe. Compared to previous years, more staff members reported learning about assessment; in 2016-2017, 54% of the respondents reported learning about assessment and in 2015-2016, 46% said yes, they learned about assessment. Those who indicated they learned about assessment (n=24) were asked to explain what they learned. Respondents commented that they learned about writing better survey questions, ordering the questions on a survey, and understanding the value of getting longitudinal data. A few mentioned what they learned from the results of the assessment they had worked on with Student Life Studies.

Clients who received a written report from Student Life Studies were asked if they read the report. A majority (88%) of the respondents stated they had read the report from Student Life Studies and 13% said they had not read the report yet, but planned to (n=24). Nobody selected the option that he or she did not plan to read the report. This was similar to the previous year.

Respondents who received a report from Student Life Studies were asked if they had shared or planned to share the report with others. Of the 24 respondents, 79% reported they had already shared the report, 17% said they planned to share the report, and 4% indicated they were not sharing the report. Compared to 2016-2017, 69% reported they had already shared the report and 31% indicated that they planned to share the report, but had not done so yet. Nobody said that he or she 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. Table 2, on the following page, illustrates that just over three-fourths of the clients plan to make changes based on the assessment results within a year. However, there was a slight decrease in clients making changes based on the assessment results compared to the previous year. Furthermore, respondents who indicated they did not plan to use the information (n=2) were asked a follow-up question to explain why the information would not be used. One person stated that the project consisted of gathering names for a research team and the other person reported that the information was required for a grant, but that it would not alter what they do.

What is your timeline for implementing changes based on your project?	2017-2018 Frequency Percentage [n=35]	2016-2017 Frequency Percentage [n=36]	2015-2016 Frequency Percentage [n=46]
0-3 Months	23%	36%	39%
4-8 Months	31%	19%	15%
9-12 Months	23%	28%	24%
More Than One Year	6%	--	9%
Do Not Know	11%	14%	11%
Do Not Plan to Use the Information	6%	3%	2%

Table 2: Timeline for Implementing Changes

When asked if they were satisfied working with Student Life Studies staff on their project, for the third year, 100% of respondents said yes (n=35). On the final question, clients were provided the opportunity to share any comments or concerns about their experience working with Student Life Studies. Clients shared appreciation to the department for their help and described having a positive experience in the process. Several staff members were named specifically and described as being knowledgeable, easy to work with, and quick to respond.

Use of Results Survey

Clients were initially asked if they made changes or improvements based on their assessment results. Just over half (53%) indicated yes, they had made changes, 43% said they had not made changes yet, but planned to, and 5% said no (n=40). This was similar to the previous year, but a slight decrease in staff indicating they had not or did not plan to make any changes. In 2016-2017, 55% made changes, 34% had not made changes yet, but planned to, and 11% said no.

Those who made changes (n=21) or planned to make changes (n=17) were asked to explain their change. Several staff members mentioned changing the date/time of programs, using information in how they trained staff, altering marketing efforts, and adjusting the content of programs or presentations. Alternatively, clients who indicated they were not making changes (n=2) were asked to share their reasons. One person indicated the data was a reporting tool for a grant requirement but did not measure their success or offer useful information. The other person indicated a grant was ending and thus a program was also ending, so no changes could be made.

When asked if they had shared the results from their assessment project with others, 73% said yes, 23% reported not yet, and 5% said no (n=40). This was similar to the previous year when 77% said yes, 19% said not yet, and 4% said no. Clients who shared (n=29) or planned to share (n=9) the results were asked to indicate the stakeholders they shared or planned to share with. Table 3, on the following page, demonstrates that a majority of respondents share results with their supervisor or staff in their department. Those selecting the "other" response option were provided the opportunity to write a response. Of the 16 who shared a comment, many reported sharing results with specific staff or departments on campus, colleagues at conferences, committee members, a council, and on WEAVEonline.

Who were the stakeholders you shared results (or plan to share results) with? (check all that apply)	2017-2018 Frequency Percentage [n=38]
Supervisor / Department Staff	79%
Other	42%
Students	34%
Office of the Vice President for Student Affairs	26%
Participants	11%

Table 3: Stakeholders

Additionally, respondents who shared results or planned to share were asked about the method(s) used to share results through a select-all-that-applied question. Table 4 indicates that meetings are the most common place clients share assessment results. Writing an article or blog was the least common method selected; however, this year it was selected, unlike the last two years. Those selecting the “other” response option were provided the opportunity to write a response. Comments indicated sharing results during one-on-one meetings, in training workshops, on grant reports, and through the DSA annual reports. Additionally, those who shared on social media (n=3) were asked to indicate what platform was used. Facebook was the most common platform reported by all three respondents. One person also indicated using Instagram, Snapchat, and Twitter in addition to Facebook.

What methods did you use to share results (or plan to use to share results)? (Check all that apply)	2017-2018 Frequency Percentage [n=38]	2016-2017 Frequency Percentage [n=45]	2015-2016 Frequency Percentage [n=34]
Shared at a meeting (unit, department, committee, student organization, etc.)*	84%	**	**
Wrote a report	34%	**	**
Included results in my department assessment plan/WEAVEonline	24%	24%	27%
Other	21%	38%	38%
Created an infographic	11%	**	**
Used in marketing/recruitment	11%	**	**
Presented at a conference	8%	9%	3%
Shared on social media	8%	**	**
Posted on a website	5%	**	**
Wrote an article or blog	3%	--	--

Table 4: Sharing Assessment Results

*Different type of meetings were listed separately

**Question Not Asked

Furthermore, clients who reported that they had not and were not planning on sharing their assessment results (n=2) received the follow-up question to elaborate on reasons they were not sharing. One person indicated there was an entirely new executive team and the results did not impact anyone else. Another respondent stated that the results might get shared in the future, but that there currently were no plans to do so.

The final question asked clients how Student Life Studies could assist them in the future. Most of the comments were about the department continuing to offer the current services, assisting with assessment efforts, and being available. Some expressed appreciation for what Student Life Studies does and wants the department to continue doing good work.

Conclusions, Recommendations, and Action Plans

Overall, clients continue to be 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, there was an increase in clients reporting what they learned about assessment through working with Student Life Studies.

Staff who received written reports from Student Life Studies read those reports, and many share those reports with others. Staff also report using assessment results for program improvement and sharing assessment with stakeholders.

Student Life Studies may want to look at different ways to assess clients' satisfaction and experience working with the department. In the last couple of years the response rate to both surveys has decreased and the results have been fairly consistent. The 2018-2019 academic year should be when customer focus groups are administered and much of this information could be gathered using this method.

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

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