Stark State College
Help Desk Services Assessment Biennial Report

Program/Department Name: Help Desk Services
Individual Completing Report: Robin Snedden
Date: 5/7/12

Program/Departmental Self-Assessment Procedure and Action Plan

Purpose:
To self-identify the status of Program/Department in the outcomes assessment process as well as the action-steps and timetable for the development of assessment processes.

Procedure:
All programs and departments must complete the self-assessment process. Programs which do not demonstrate how the program/department meets each of the self-assessment criteria must submit an assessment plan documenting the proposed action steps and timelines along with the self-assessment form. A follow-up self-assessment report on the implementation of the assessment plan will be due the following academic year. Programs meeting effective assessment standards will be required to submit an assessment report on a biennial basis.

Directions:
Mark the appropriate response to the Yes/No items with an X. Provide a brief summary of action steps to meet the Criteria (for example, the department will meet twice a month over the next term to develop goals). Please note that it is critical that due diligence is given to the development of goals and associated outcome measures. Do not attempt to create goals, identify measures, and implement the assessment plan in the same term!

Assessment Criteria

1. Goals

Does the Department have specific student learning or academic/student service goals which reflect the discipline or service area professional standards?

    Yes __X___    No _____

2. Outcome Measures

Are direct and indirect outcome measures identified for each goal?

    Yes __X___    No _____

3. Research

Is research systematically conducted to evaluate success or failure in achieving outcomes?

    Yes __X___    No _____
4. Findings

Are research results analyzed and interpreted and findings determined?

Yes __X___    No _____

5. Review Process

Are findings discussed and reviewed by appropriate groups and individuals and recommendations made for action?

Yes __X___    No _____

6. Proposed Actions

Are recommendations acted upon?

Yes __X___    No _____

7. Improvements

Have actions result in documented improvements in student learning or academic/student services?

Yes __X___    No _____

If no, what are the proposed action steps to meet the Criteria?

What is the proposed timetable for the action steps?

Assessment Measures Inventory

Purpose:

To identify benchmarked outcome measures and the benchmarking level (internal, state, national, etc.).

Instructions:

Enter the appropriate response for each question. Place an X in the box that corresponds to the level/type of benchmarking data that is available for each measure. The table can be appended as needed by adding or deleting rows.

<table>
<thead>
<tr>
<th>Assessment Measures for Goals</th>
<th>Is trend data available for the measure? (Yes or No)</th>
<th>Has a performance benchmark(s) been identified for the measure? (Yes or No)</th>
<th>Type of performance benchmark (check all that apply)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1, TrackIT! / Zendesk Monthly volume report</td>
<td>Yes</td>
<td>NA</td>
<td>X</td>
</tr>
<tr>
<td>Service Goals</td>
<td></td>
<td></td>
<td></td>
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<td>------------------------------------------------------------------------------</td>
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<tr>
<td>Goal 1. To provide high-quality technical and information support services to</td>
<td></td>
<td></td>
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<tr>
<td>students, faculty, and staff.</td>
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<table>
<thead>
<tr>
<th>Summary Narrative</th>
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<tbody>
<tr>
<td>Help Desk Services offers a wide range of computing, technical, and informational services to the Stark State College campus community. We are the first line of technical support for all computing problems and questions across the College. Help is available at our staffed Help Desk counter, by phone, email, and in the mystarkstate portal. By utilizing the portal, we are able to develop and support new technical initiatives throughout the College. We work with Financial Aid, Registration, Admissions, Disability Support Services, and the Human Resources offices to develop videos and help aids explaining how students and employees may accomplish tasks online using the portal. We also provide support for online functionality, problems and questions for the above mentioned areas. We provide videos and in-depth help aids supporting topics on student, faculty, and staff network accounts, ANGEL troubleshooting, and other general computing tasks and IT information. In addition, we develop equipment instructions for all equipment in classrooms and equipment available for checkout to employees at the Help Desk Services counter.</td>
</tr>
</tbody>
</table>

The goal of Help Desk Services to provide high-quality technical and information support services to students, faculty, and staff is done by several different methods to accommodate individual learning styles. Because the Help Desk provides help and information in different formats, the criteria to measure if we are meeting our goal took on several different methodologies. We developed qualitative and quantitative standards to assess whether we are meeting our goal. One challenge encountered during the process was determining and measuring level one support calls and tickets, separate from level two support calls and tickets. Since the Help Desk is the contact point for both level one and level two support calls, it is not apparent to the constituents whether we are providing their support or it has been provided by a level two support area. In developing the priority levels and times to complete a ticket, level two support occurrences were considered, however, we do not have a voice in how quickly a level two ticket is resolved. This is a limitation we will continue to encounter based on the nature of Help Desk Services as the point of contact for all IT related problems.

The following measures are used to gauge if we are achieving our goal. We measure total calls and ticket volume and report the totals on a monthly basis. We measure average response times for each ticket and report the totals on a monthly basis. The Point-of-Service survey is offered to each person by email when a ticket is solved to determine satisfaction. The Support Services Survey is offered once a year to students who are ready
to graduate and compares us to the College’s expectation for support services. The ACT Student Opinion Survey is given every three years and compares us against national norms for colleges and universities. The online content is evaluated yearly by conducting focus groups.

Evaluating the outcomes of our measures has shown that Help Desk Services operates as an effective support area. Students, faculty and staff value and use our services on a consistent basis. The work orders completed each month, along with the total monthly calls, show that the usage pattern is cyclical. We need to collect more data to determine if we are busier at these times because we are getting the overflow calls from other support offices and phone queues, or if we are busy do to the nature of startup each semester. We think that if we can determine that cyclical usage is due to the nature of startup, then we can better market the use of our online self-help available in the portal to curtail the use of additional personnel during these cycles.

During the reporting periods, there were changes to different software platforms to track calls and tickets coming into Help Desk Services. In the changeover to a new platform for tracking tickets, one of the reporting statistics changed to a different format and the old statistic was no longer available. It was noted on the monthly report in the portal and below in the findings. Due to the new format available, one of our achievements has been that the level one response times have been completed well within our set priority levels and we maintain an extremely high satisfaction rate. In changing to a new phone platform, additional statistics are available to monitor our calls.

The Support Services Effectiveness Survey results for Help Desk Services measured all above the College’s benchmark for all support service areas. The individual questions pertaining to Help Desk Services online help in the portal indicated the portal was utilized often. One of the challenges for Help Desk Services was indicated in the remarks, and it is that there is a general lack of awareness about what we do at Help Desk Services. In reviewing the findings with the director of Institutional Research and Planning, it was discussed that this same finding was noted for other support offices at the College and an overall solution to the problem is being considered.

The Point-of-Service survey revealed that the respondents were very satisfied with the service that we provided them. Calling the Help Desk remains the favorite way to resolve issues, even after trying to raise online awareness by advertising our online self-help in brochures and on the College monitors on campus. We designed the Room At a Glance program to drive users to our tab in the portal for other reasons besides help. Users find it very useful, but still prefer to call when help is needed. Most all comments were very positive regarding the help they received. The few comments that were negative brought to light a challenge we face at Help Desk Services, but have no control over; that is being the face of IT, but only resolving level one calls or tickets. Even though we only control the help at the level one support level, the students and employees think we provide the help for all areas. This one challenge was encountered again while reviewing the comments students made in the ACT Student Opinion Survey.

The ACT Student Opinion Survey disclosed that students utilized our services heavily and that all IT services are thought of as one entity. Since most processes are automated to accommodate the student better, we are perceived as being the owner of all of these areas if a computer process is involved. This is a challenge that is hard to overcome, but as additional procedures are put in place in other areas, a positive opinion should be reflected in future outcomes. As we continue to work with heavily utilized area, such as Financial Aid and Registration, to provide help for the automated processes, our perceptions of doing a better job should also be reflected in higher scores on the survey.

The online content for Help Desk Services in the mystarkstate portal is evaluated by conducting yearly focus groups. The results from the last two years contradicted each other. It was determined that the way users used the online help, determined how they preferred the information presented to them. Those who used the online content often were familiar with where specific help was located, and those who did not use it often, found it
difficult to navigate. We made changes based on the first year results, and the second year’s findings indicated that the users did not like the changes. This was a challenge that we struggled to overcome, but did so by solving it with a programing solution. The programming overcame the viewing limitations of the portal software and gave users the choice to view data in the manner they choose. The changes have been received well, and we have had positive feedback on the redesign of the Help Desk tab.

Our goal of providing high-quality technical and information support services to students, faculty, and staff will continue to evolve as the College embarks in new directions and new initiatives are initiated to accomplish those goals. Help Desk Services continues to work with other areas in the College to provide help to accomplish tasks online and provide help for new technologies on campus and in the classroom.

Assessment Results Report

Purpose:

The report is a summary compilation of key assessment methods, findings, review processes, actions, and improvements related to the academic/student service or learning goals of the department/unit on an annual basis. As a historical record of assessment activities, the report provides for and supports the systematic assessment of academic support outcomes.

Instructions:

Enter the outcome measure in the space provided. Please note that for each goal it is expected that a mix of quantitative and qualitative as well as direct and indirect measures are employed. Mark the term of assessment with an X (for example, if a survey is conducted in the fall term, mark fall for that measure). Provide a brief summary of key findings, either as bulleted points or in short paragraph form. Provide a brief summary on the review committee/process (for example, Findings are reviewed by the Director and staff on a per term basis and recommendations are forward to the VP for further review). Provide a brief summary of any proposed actions for the next term/academic year. Please note that not all findings result in actions. Provide a brief summary of any improvements from the previous year (this does not apply to new measures the first year). Finally, Goals and/ or Outcome Measures can be added (or deleted) as needed by copying and pasting.

Goal 1:

To provide high-quality technical and information support services to students, faculty, and staff.

Outcome Measure 1: TrackIT!/Zendesk Monthly volume report

Terms of Assessment: Summer __X__  Fall __X__  Spring __X__  Annual _____

Findings:

- Volume of work orders as shown in Chart 1, display a cyclical pattern.
- The highest volume of work orders occur during the month prior to the semester beginning and the month after.
- Growth has leveled off and been consistent the last few years.
Chart 1.

- The number of calls coming in during our business hours as shown in chart 2 is cyclical.
- The pattern follows a similar flow compared to the number of completed work orders as shown above.
- Not all calls result in an IT work order.

Chart 2.

**Help Desk Services -**
**Total Help Desk Incoming Phone Calls Handled by Month**

Review Committee/ Process:

The Help Desk Services recap of key statistics is posted in the portal monthly for all to view. The recaps are reviewed by the Help Desk Services manager with key Help Desk Services personnel and the Academic Technologies director.

Proposed actions for next term/academic year:
Currently our call volume and work tickets follow a cyclical pattern that shows an increased spike prior and during the start of each semester. We need to collect more data to determine if we have a large percentage of calls that drop out of the queues or determine if our volume goes up as other queues (Information Desk, Financial Aid, Registration, and Admissions) back up.

Market the use of our online 24/7 Self-help to curb the use of additional personnel during peak times.

Improvements:

This is to be determined at a later date after the collection of additional data.

**Outcome Measure 2: TrackIT!/Zendesk Monthly Response time**

Terms of Assessment: Summer __X__  Fall __X__  Spring __X__  Annual _____

Findings:

- The Help Desk (level 1) resolves work tickets/orders within the specified priority time levels assigned to the order/ticket.
- All level 1 and level 2 work orders/tickets are resolved within the priority time lines assigned to the tickets as shown below in chart 3.
- Work orders/tickets are monitored on a daily basis and reports are run monthly to evaluate the overall time to resolve all work orders/tickets.

Note: Help Desk changed the software used to submit work orders/tickets from TrackIT! to ZenDesk and the reporting of the *Average Time to Complete Work Orders by Month* measure changed due to limitations of the reporting feature in the ZenDesk software.

![Chart 3: Average Time to Complete Work Orders by Month](image)

- ZenDesk provides a 30 day snapshot daily that may be viewed as shown in figure 1 below.
- ZenDesk provides a direct link to a satisfaction survey with every work ticket and the results may be viewed overall as shown below in figure 1.
• ZenDesk provides a report for the current “Last 30 days” that displays all work tickets completed within the assigned priority levels as shown in Chart 4.

Review Committee/ Process:

The Help Desk Services recap of key statistics is posted in the portal monthly for all to view. The recaps are reviewed by the Help Desk Services manager with key Help Desk Services personnel and the Academic Technologies director.

Proposed actions for next term/academic year:

The VP has made a proposal to create an IT scorecard in which all IT departments would contribute key data to track and report performance.

We need to gather additional information to determine level 1 response times and the different level 2 departmental response times in order to determine if priority levels times are being met by different areas.

Improvements:
This is to be determined at a later date after the collection of additional data.

**Outcome Measure 3: Support Services Effectiveness Survey**

**Terms of Assessment:**
- Summer _____
- Fall _____
- Spring _X___
- Annual _____

**Findings:**
- All areas exceeded the College benchmark grade (3.00) as shown in Table 1 below.
- 5 out of 9 criteria assessed received a grade of A- with the remaining receiving grades of B+.

<table>
<thead>
<tr>
<th>Help Desk</th>
<th>Score</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meets personally with you</td>
<td>3.47</td>
<td>B+</td>
</tr>
<tr>
<td>Speaks by phone with you</td>
<td>3.60</td>
<td>A-</td>
</tr>
<tr>
<td>Provides help when needed</td>
<td>3.61</td>
<td>A-</td>
</tr>
<tr>
<td>Exhibits solid understanding of issues</td>
<td>3.38</td>
<td>B+</td>
</tr>
<tr>
<td>provides accurate, helpful information</td>
<td>3.48</td>
<td>B+</td>
</tr>
<tr>
<td>Shows courtesy and respect</td>
<td>3.62</td>
<td>A-</td>
</tr>
<tr>
<td>Demonstrates appropriate level of confidentiality</td>
<td>3.63</td>
<td>A-</td>
</tr>
<tr>
<td>Responds in timely manner</td>
<td>3.58</td>
<td>A-</td>
</tr>
</tbody>
</table>

Table 1.

- Very high utilization of the Help Desk *online self-help* as shown in Table 2.
  - Note 75% of Faculty & Staff use the *online self-help* in the portal sometimes or often
  - 47% of Faculty & Staff use the *Room At A Glance* program on the Help Desk tab sometimes or often

| Use online self-help on the Help Desk tab on the portal Sometimes/Often | 346 | 75% |
| Use Room at a Glance on the Help Desk tab Sometimes/Often               | 344 | 47% |

Table 2.

- Most individual comments were positive as summarized in Table 3 below.
- Second most common comment related to lack of awareness which is consistent with the findings of other departments.

**Comments: Most Frequent Summarized Additional Comments**

<table>
<thead>
<tr>
<th>Help Desk</th>
<th>Helpful/Excellent (n =16)</th>
<th>Don't deal with/ unsure of function (n= 7)</th>
</tr>
</thead>
</table>

Table 3.
Review Committee/Process:

Reviewed the findings with Academic Technologies director and the Institutional Research and Planning Director.

Proposed actions for next term/academic year: None.

Improvements: Not applicable.

**Outcome Measure 4: Point-of-service survey**

Terms of Assessment: Summer _____ Fall ___X__ Spring ___X__ Annual _____

Findings:

The point-of-service survey instrument was revised and implemented in the spring of 2011 by embedding a link to the survey in all Help Desk Services resolutions (that are emailed to the requestor). In the summer of 2011, Help Desk Services changed the ticket order tracking software. The change provided an additional embedded survey link in the resolution which allowed an immediate response to each individual work ticket. The overall point of service survey results are listed below.

- Preferred method of contact is over the phone, followed by coming in to the Help Desk counter as shown in chart 5 and 6 below.

![Chart 5](chart5.png)

*How did you contact the Help Desk?*

![Chart 6](chart6.png)

*How did you contact the Help Desk?*
• 55% used or were aware of the online self-help in the portal in the spring 2011 semester as shown in Chart 7 below.

![Chart 7](image)

• Online self-help awareness increased by 4.9% the following academic year when compared with Spring 2011 as shown in Charts 8 below.

![Chart 8](image)

• 98% found the support person who helped them to be knowledgeable or very knowledgeable during spring 2011 semester (reference Chart 9).
The following academic year, this measure increased to 98.8% as shown in Chart 10.

The respondents to the survey were overwhelmingly satisfied with the service received from Help Desk Services for the 2010/11 and 2011/12 academic years.

During 2010/11 year, 83% responded they were very satisfied and 12.8% said they were satisfied, for a total of 95.8% of respondents having a positive experience with our service and 2.1% remained neutral, while another 2.1% were dissatisfied.
The following year, 2011/12, the respondents indicated 96.5% had a positive experience, with 84.2% very satisfied with their service and 12.3% satisfied. We had another 2% remain neutral when responding to the question and 1.2% who were dissatisfied. One person or .4% answered that they were very dissatisfied with our service.

Review Committee/Process:

Reviewed the findings with Academic Technologies director and the Institutional Research and Planning Director.

Proposed actions for next term/academic year:

Market the Online 24/7 Self-help available on the Help Desk tab in mystarkstate.

Improvements:

4.9% increase in awareness of our Online 24/7 Self-help.

**Outcome Measure 5: Help Desk Tab content reviews (online self-help)**

Terms of Assessment: Summer _____ Fall _____ Spring __X__ Annual ____

Findings:

**2010-11**

Focus Group I & II Recap
May 26, 2011
Robin Snedden

**Overview**

On May 3, 2011, two focus groups were conducted to evaluate the content on the Help Desk tab in the Stark State portal, mystarkstate. The groups were composed of a cross-section of different user groups from across the College. Represented in the focus group were the following members: one full time faculty member, one part-time faculty member, four full time staff members, and two students. A preliminary survey was sent to the participants to familiarize them with the Help Desk tab. After viewing the Help Desk tab and specific channels on the tab, the participants answered questions regarding their experience and brought the results with them to the focus groups.

**Results**

The two groups found the Help Desk tab to very useful. Those who were familiar with the Help Desk tab, found the help information to be quite helpful and robust. They used the self-help often. Those who were not familiar with using the self-help or those who did not use it often, found the amount of information and scope of the help to be daunting. For the most part, students and faculty used the portal more frequently than staff. Staff does not use the portal as often to perform job functions as the faculty and students do.

*Room at a Glance* and *Microsoft Office Help* were mentioned as the most useful tools by faculty and staff. In addition to this help, the *Financial Aid* help aids were also as helpful to students.
Those who used the portal before could find the information relatively quickly, and those students who used it only to register for classes and check their grades, did not find information on help in the portal quickly.

One focus group found the section name headings in each channel to be self explanatory and the other focus group did not.

When asked what other help is needed on the Help Desk tab, the majority of comments focused on formatting issues such as font size and color and the size of the buttons for links. Students suggested adding a map to the location of the Help Desk and include a photo of what it looks like. All participating in the focus group felt a search option in the portal (or for the Help Desk tab) would be a helpful feature to have.

In response to the overall impression of the Help Desk tab, most participants felt there was a lot of good help information. Some thought perhaps it needed to be on two tabs instead of one tab. One staff member thought that there needed to be more separation of faculty and staff help.

At the conclusion of the focus groups, the facilitator asked for comments and suggestions. The following items were brought up:

- Advertise what is available on the Help Desk tab to faculty, staff and students.
- Advertise more about the self-help on the monitors.
- Put in info about the Help Desk in student orientation.
- Put in info about the Help Desk tab in the new hire packets.
- Offer more training on using mystarkstate.
- Provide information through the student email about the Help Desk tab.
- Have faculty support student awareness by announcing to the students at the beginning of the semester and by including info about the Help Desk on the syllabus.

Follow-up

The *Room at a Glance* feature was created to drive users to a useful tool located on the Help Desk tab to introduce users to all of the information available. It has served its purpose well, as it was repeatedly mentioned as one of the most useful features used by the faculty and staff. While at the tab using this feature many become acquainted with our self-help available 24/7 through the portal.

Training for mystarkstate customization will be integrated into the mystarkstate training that is offered to faculty and staff at the beginning of each semester. Employees are not utilizing this feature and it allows them to setup additional tabs with information that is relevant to them.

Brochures were developed to advertise the Help Desk and its different services for students spring 2011 and were revised based on focus group feedback. They are dispersed at orientation and to new students through the registration office.

The formatting suggestions have been implemented within the guidelines of the portal restrictions. Section names have been revised, buttons made smaller, and we are developing video specifically for faculty and staff.
Overview

On April 25 and April 26, 2012, two focus groups were conducted to evaluate the presentation of the online help content on the Help Desk tab in the portal, mystarkstate. The groups were composed of a cross-section of different user groups from across the College. Represented in the focus groups were members representing the following areas:

- Faculty member – Science Division,
- Faculty member – Health Sciences Division,
- Faculty member – Business & Entrepreneurial Studies Division,
- Faculty member – Liberal Arts Division,
- Faculty member – Engineering, Industrial & Emerging Technologies Division,
- Staff member – Registration (did not attend),
- Staff member – Admissions Counselor (did not attend),
- Staff member – Teaching & Learning Division,
- Staff member – Administrative Assistant to Dean,
- Staff member – Orientation & Student Engagement,
- Staff member – eStarkState E-Learning Division,
- Staff member – Dean in Student Services (did not attend),
- Staff member – Dean of Academic Division,
- Student - (did not attend),
- Student - (did not attend).

A preliminary survey was sent to the participants to familiarize them with the Help Desk tab. After viewing the Help Desk tab and specific channels on the tab, the participants answered questions regarding their experience and brought the results with them to the focus group for discussion.

Results

The two focus groups found the Help Desk tab very easily and our contact information and hours of operation were easy to locate and read. The two groups found the following items to be the most helpful or useful features of the tab:

- Detailed Room At a Glance program,
- Public Labs and Lounge areas information,
- Directions are presented in two formats (readable print and videos),
- Ability to find the information without calling the Help Desk,
- The financial aid help information for students,
- The general amount of information,
• The location of the Submit a Help Ticket button.

The general consensus from both groups was the help presented is well done and easy to follow. The items discussed by the focus groups that need improved or changed are that several channel names are very similar and therefore, easy to confuse and need clarified better, the amount of information needs organized to find the help easier, less clicks to help items, the size and color of the fonts used in the portal need changed, the format of the Help Desk tab could be easier to navigate, and that the tab needs a search function or its own directory.

When asked about the changes that were made last year, the groups liked the new design of the general Help Desk Services channel. They like the buttons instead of links and felt they were easier to use. The format was liked and they could easily read the information in the channel. They felt the section names added to the other channels were self explanatory, but that the channels still needed to be organized or rearranged better. The redesign of the Help Desk Services for Faculty & Staff channel was not clarified enough and they felt it needed more work.

At the conclusion of the focus groups and at the end of the preliminary survey, the facilitator asked for comments and suggestions. The following items were brought up:

• Create an alphabet index similar to the .edu web page
• Details to how to use the edit/find feature to search for key word
• Need a search engine – maybe take info out of the portal and put it on our web site
• Font is too small
• Color content/contrast needs changed
• Default is to use the phone and call the Help Desk
• Wonderful, but too much to process visually
• Make help on finding forms in the portal

Additional comments were made on the preliminary surveys that are not within the scope of Help Desk Services. They covered topics such as providing help for financial planning, summer financial aid help for students, making the whole portal searchable, and changing the colors and font of information presented in the portal.

Follow-up

One of the changes made last year after the Focus Group reviews, was to update our general Help Desk Services channel. We added buttons down one side instead of links and provided additional white space around the information about our hours of operation and contact number. The users liked the new format using buttons instead of descriptive links. They found it is easier to read and find information quicker. As a result of this year’s findings, I am proposing we continue the new format through the other faculty, staff, and student channels.
Based on the above findings, I am proposing the following changes for the Help Desk tab:

- Reorganize the information provided in the channels under buttons
- Make less categories
- Change the channel names to eliminate confusion over similar names
- Add videos and printable icons directly to the link
- Eliminate the HITS channel
- Bypass the portal style sheets to control the color, font size, and headings on the Help Desk tab

Based on the feedback and suggestions during the Focus Groups from the past two years, the following help will be developed and added to the Help Desk tab:

- Make a video and help aid on how mystarkstate is organized for new employees
- Make a video and help aid on how the Help Desk tab is organized
- Make a help guide to edit your own tabs in mystarkstate and eliminate the channel

The above help may be viewed by employees who are new and those who are not familiar with using the portal. While adding a session on Help Desk Services and the Help Desk tab to new employee orientation, not all are able to attend, and the above mentioned help will provide an overview and introduction to using the portal.

Review Committee/Process:

Reviewed the findings with Academic Technologies director and the Institutional Research and Planning Director.

Proposed actions for next term/academic year:

Improvements to the online self-help information were made based on the results of the 2010/2011 surveys and Focus Group results. Additional improvements will be made during June and July of 2012 to the online help based on the 2011/2012 surveys and Focus Group results.

Improvements:

This is to be determined at a later date after the collection of additional data.

Outcome Measure 6: ACT Student Opinion Survey

Terms of Assessment: Summer _____ Fall __X__ Spring ____ Annual _____

Findings:

The ACT Student Opinion Survey is conducted every three years. In the list of questions, Computer Services is used as the departmental name, instead of Help Desk Services; however, Help Desk Services is the first line of IT technical support that students encounter at SSC. In this respect, it is the role we serve at the College with students regarding all Computer Services. For the most part we deliver the majority of level one IT support though the Help Desk. The level two support responses may come from Academic Computing or Angel
Support, but it is delivered through the Help Desk interface and students perceive all IT computer services as coming from the Help Desk Services area.

The survey asked students if they utilized Computer Services and 67% of the students responded yes. This is a very high utilization rate. Only Financial Aid and Parking were utilized at a higher rate. 81% of students using Computer Services were very satisfied or satisfied with their experience.

The SSC mean score for Computer Services was 4.15, which is high, but not compared to the 4.25 mean for National public colleges. This is a statistically significant difference which means our score although good, was significantly below the survey norm. Our mean score declined from the 2008 ACT survey results as well. While it is difficult to determine why students were not as satisfied due to the nature of the survey questions, our overwhelming continued growth during this time did impact some of our procedures and systems and may have contributed to the decline in student satisfaction with Computer Services. Several student comments at the end of the report mentioned an unpleasant experience with the E-Learning platform (Angel). One other comment by a student suggested that the paper in the public lab areas needed to be addressed because of it running out so often.

Students were satisfied with our hours of operation and our methods for them to contact Help Desk Services. We provide a link in the portal that enables the student to submit their own ticket, and it gives them information on the other methods such as email, phone, or they may walk in to the Help Desk Services counter on main campus.

Review Committee/ Process:

Reviewed the findings with Academic Technologies director and the Institutional Research and Planning Director.

Proposed actions for next term/academic year:

All proposals were implemented and the results are listed under improvements below.

Improvements:

Angle server hosting and IT support was outsourced to the vendor that provided the E-learning platform. This has eliminated Angel down time.

More public computer lab areas and student lounge areas were made available. As new Academic buildings are proposed, these common areas for students are designed into the plans.

All public lab printers were replaced with high paper capacity printers and locks were attached to paper trays to prevent thief of paper. All public lab printers were branded with the Help Desk logo and phone number for students to contact us in case of printer problems. The printers are replenished with paper on a regular basis and students rarely experience a paper outage.

The Student Laptop Checkout program was initiated so that students could work in the public lounge areas or any area on campus.
Assessment Report Review Rubric

Purpose: A rubric is a guide that differentiates between levels of development in outcomes assessment. The rubric is designed to clearly show departments/units how the assessment report will be evaluated and where further action may be needed.

Directions: Mark the response to each item. If any item is not completed in its entirety the appropriate response is No. An Assessment Report review committee will use the same rubric to evaluate your assessment report.

Are the goals for the department/service area measurable?

Yes ___  X__   No _____

Comments:

Is a mix of quantitative and qualitative measures used to assess outcomes for each goal?

Yes ___X___  No _____

Comments:

Was research conducted and findings determined for each goal?

Yes ___X___  No _____

Comments:

Is there a review process in place for the department/service area?

Yes ___X___  No _____

Comments:

Are action steps outlined where applicable?

Yes ___X___  No _____

Comments:

Was the self-assessment and action plan completed?

Yes ___X___  No _____

Comments:

Was the assessment measures inventory completed?

Yes ___X___  No _____

Comments:
**Key Assessment Terms**

**Competencies/Goals** are clear, meaningful statements of purpose or aspirations for the academic program or support service. Programs and services typically have several goals.

**Outcome Measures** are direct or indirect measures of student learning or of support services. Direct measures provide evidence of actual learning, e.g., paper, exam, artistic performance. Indirect measures provide evidence about characteristics associated with learning, e.g., student perception surveys, focus group interviews, alumni surveys. See below for detailed examples.

**Research** is the systematic collection and evaluation of outcomes data.

**Findings** are the results of research.

**Review Process** is the method(s) by which findings are discussed and reviewed by faculty, staff, and administrators.

**Proposed Actions** are the result of the review process and are based on findings.

**Improvements** are positive changes in student learning or support services as noted through the assessment process. It takes at least two iterations of the research and review process to document systematic improvement.

**Examples of Direct Measures of Student Learning/Services**

- **Scores and pass rates on standardized tests** (licensure/certification as well as other published tests determining key student learning outcomes)
- **Writing samples**
- **Score gains** indicating the “value added” to the students’ learning experiences by comparing entry and exit tests (either published or locally developed) as well as writing samples
- **Locally designed quizzes, tests, and inventories**
- **Portfolio artifacts** (these artifacts could be designed for introductory, working, or professional portfolios)
- **Capstone projects** (these could include research papers, presentations, theses, dissertations, oral defenses, exhibitions, or performances)
- **Case studies**
- **Team/group projects and presentations**
- **Oral examination**
- **Internships, clinical experiences, practica, student teaching, or other professional/content-related experiences** engaging students in hands-on experiences in their respective fields of study (accompanied by ratings or evaluation forms from field/clinical supervisors)
- **Service-learning projects or experiences**
- **Authentic and performance-based projects or experiences** engaging students in opportunities to apply their knowledge to the larger community (accompanied by ratings, scoring rubrics or performance checklists from project/experience coordinator or supervisor)
- **Graduates’ skills in the workplace rated by employers**
- **Online course asynchronous discussions** analyzed by class instructors

Whenever appropriate, scoring keys help identify the knowledge, skills, and/or dispositions assessed by means of the particular assessment instrument, thus documenting student learning directly.
Examples of *Indirect* Measures of Student Learning/Services

- **Course grades** provide information about student learning *indirectly* because of a series of reasons, such as: a) due to the focus on student performance or achievement at the level of an individual class, such grades do not represent an indication of learning over a longer course of time than the duration of that particular class or across different courses within a program; b) grading systems vary from class to class; and c) grading systems in one class may be used inconsistently from student to student.

- **Grades assigned to student work in one particular course** also provide information about student learning *indirectly* because of the reasons mentioned above. Moreover, graded student work in isolation, without an accompanying scoring rubric, does not lead to relevant meaning related to overall student performance or achievement in one class or a program.

- **Comparison between admission and graduation rates**
- **Number or rate of graduating students pursuing their education at the next level**
- **Reputation of graduate or post-graduate programs accepting graduating students**
- **Employment or placement rates of graduating students into appropriate career positions**
- **Course evaluation items related to the overall course or curriculum quality**, rather than instructor effectiveness.

- **Number or rate of students involved in faculty research, collaborative publications and/or presentations, service learning, or extension of learning in the larger community**
- **Surveys, questionnaires, open-ended self-reports, focus-group or individual interviews** dealing with *current students*’ perception of their own learning.
- **Surveys, questionnaires, focus-group or individual interviews** dealing with *alumni*’s perception of their own learning or of their current career satisfaction (which relies on their effectiveness in the workplace, influenced by the knowledge, skills, and/or dispositions developed in school).
- **Surveys, questionnaires, focus-group or individual interviews** dealing with the *faculty and staff members*’ perception of student learning as supported by the programs and services provided to students.

- **Quantitative data**, such as enrollment numbers.
- **Honors, awards, scholarships, and other forms of public recognition earned by students and alumni**