

**Stark State College**  
Help Desk Services Assessment Biennial Report

Program/Department Name: Help Desk Services  
Individual Completing Report: Robin Snedden  
Date: 4/22/14

**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  No

2. Outcome Measures

Are direct and indirect outcome measures identified for each goal?

Yes  No

3. Research

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

Yes  No

4. Findings

Are research results analyzed and interpreted and findings determined?

Yes  No

5. Review Process

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

Yes  No

6. Proposed Actions

Are recommendations acted upon?

Yes  No

7. Improvements

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

Yes  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.

Assessment Measures for Goals (Outcome measures from assessment report)	Is trend data available for the measure? (Yes or No)	Has a performance benchmark(s) been identified for the measure? (Yes or No)	Type of performance benchmark (check all that apply)		
			SSC (Internal)	State-level (OACC, OBR, etc)	National (Professional Org., accrediting group, etc.)

Goal 1, Zendesk Monthly volume report	Yes	NA	X		
Goal 1, Zendesk Monthly Response time	No	Yes	X		
Goal 1, Support Services Effectiveness Survey	No	No	X		
Goal 1, Point-of-service survey/Satisfaction survey	Yes	Yes	X		
Goal 1, Help Desk Tab content reviews	Yes	NA			
Goal 1, ACT Student Opinion Survey	Yes	Yes	X		X
Goal 1, ACT Additional Items Survey	Yes	Yes	X		

### **Service Goals**

Goal 1. To provide high-quality technical and information support services to students, faculty, and staff.

### **Summary Narrative**

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 specific tasks online utilizing the portal. We provide support for online functionality, problems and questions for the above mentioned areas, the academic areas, offices, and all satellite locations. We develop 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.

The goal of Help Desk Services to provide high-quality technical and information support services to students, faculty, and staff. This 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 evaluation process was determining and measuring level one support calls and tickets (Help Desk Services), separate from level two support calls and tickets. In addition, as we are the first line of support, we now accommodate tickets for other systems that have been implemented and are supported by other areas such as Registration. Since the Help Desk is the contact point for both level one and level two support calls, and other IT systems, 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. The Point-of-Service survey is offered to each person by email when a ticket is solved to determine satisfaction and the overall satisfaction rating is reported on a monthly basis. The ACT Student Opinion Survey is given every three years and compares us against national norms for colleges and universities. The ACT Additional Items survey was administered to students in spring of 2013 and it measured student satisfaction with 14 service areas at the College. The online content is evaluated yearly by conducting focus groups. We no longer measure average response times for all tickets and report it on a monthly basis because of the different areas responding to tickets; however, the tickets are monitored on an hourly basis to ensure completion in a timely manner according to our priority levels set for level one calls.

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 tickets completed each month, along with the total monthly calls, show that the usage pattern is cyclical. We collected more data and determined that we are busier at these times because we are getting some of the overflow calls from other support offices and phone queues, however, all phone queues are busy due to the nature of startup each semester. We determined that cyclical usage is due to the nature of startup, and the New Student Orientation offered by the Student Engagement office has incorporated the use of our online self-help available in the portal to introduce new students to answering their own questions using our online self-help. Marketing or Student Engagement could advertise the use of the 24/7 online self-help to answer general startup questions for students; this would better relieve some of the heavily used phone queues.

The yearly Support Services Effectiveness Survey rotates between the different support areas providing services to students, faculty, and staff. The 2013 report did not include the Help Desk Services area, however we were included in the 2012 and the 2014 Support Services Effectiveness Survey. The 2012 results indicate that the Help Desk Services online 27/7 help in the portal was utilized by 75% who answered the survey and in the 2014 cycle we increased the usage by 3% to 78%. The *Room At a Glance* program was used by 47% of those who answered the survey in 2012 and this number remained consistent at 47% for 2014. The other responses in the 2014 survey fell in line with the previous 2012 survey, and improved in several categories but all results *measured* above the College's benchmark for all support service areas. The most important finding in all the Support Services Effectiveness reports that may impact services to all is the general lack of awareness for what each department does and specifically what we do, and the scope of what we do, in the Help Desk Services area. Most lump all of Academic Computing, Computer Services, and eStarkState in with Help Desk Services and make no distinction between the different level one and level two areas. The recommendations for the SSC support areas is to provide a descriptive informational handout in the new employee materials for orientation and to go over each area during the orientation, have the same information online in the popular *At A Glance* format, and to provide continual customer service training.

Help Desk Services implemented a new survey in 2012, which took the place of the previous Point-of-Service survey. The new point-of-service survey permitted individual users to rate the service for each individual ticket. The survey was delivered in the same manner as the previous Point-of-Service survey, by embedding a link to the survey within the emailed solution to the ticket. The new survey was called the Satisfaction survey and the statistics for the academic year 2012/2013 were very high, as were the stats for the fall semester of 2014. The results ranged from a high of 99.5% to a low of 97.0% satisfied. We did not gather the results for the previous survey during this time, however, we are moving the link up under the Satisfaction survey and imbedding the link to the previous survey in the same email solution ticket. We want to see if some of the individuals will take both surveys. The previous Point-of-Service survey revealed more detailed statistics than the Satisfaction survey. Some may take both surveys as one collects more detailed information. Our previous survey indicated that respondents were very satisfied with the service provided and calling the Help Desk was the favorite way to contact us.

Help Desk Services raised awareness for our 24/7 online self-help by advertising in brochures and on the College monitors on campus. Putting the links to the *Room At a Glance* and the *Tech Doc's* programs on the *Help Desk* tab in the portal brought users to our tab in the portal for other reasons besides help. Users find the programs very useful, and can view where help is available, 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 is conducted every three years. The College will be administering the Noel-Levitz Student Satisfaction Inventory in the fall of 2014 in place of the ACT Student Opinion survey. The previous 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 areas, 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 previous Focus groups in 2011-2012 and 2012-2013 contradicted each other and it was determined that the way users used the online help, determined how they preferred the information presented to them. The Help Desk tab was redesigned taking how users used the information in to consideration and building in additional functionality to expand and collapse sections as needed. The results were well received. We did not have Focus groups this year as the College is in the middle of a total redesign of the portal. Those who are evaluating the online content in the portal have indicated that the way we have presented the information on the Help Desk tab is preferred and they want to make the rest of the portal more like the Help Desk tab because it is easy to navigate.

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 the 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: Zendesk Monthly volume report**

Terms of Assessment: Summer  Fall  Spring  Annual

**Findings:**

- Volume of work tickets as shown in Chart 1, continue to display a cyclical pattern.
- The highest volume of work tickets occur during the month prior to the semester beginning and for several weeks into the month after it starts.
- Growth has leveled off and been consistent the last few years, as enrollment has done the same.

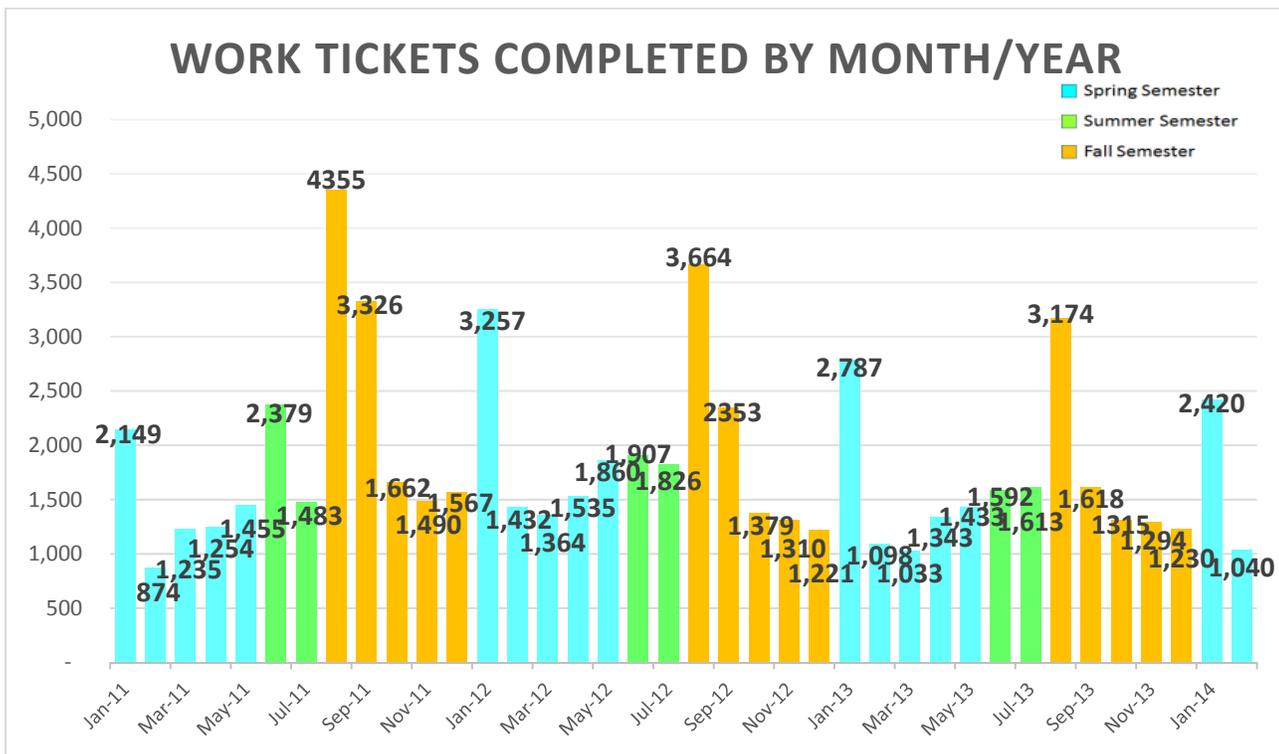


Chart 1.

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

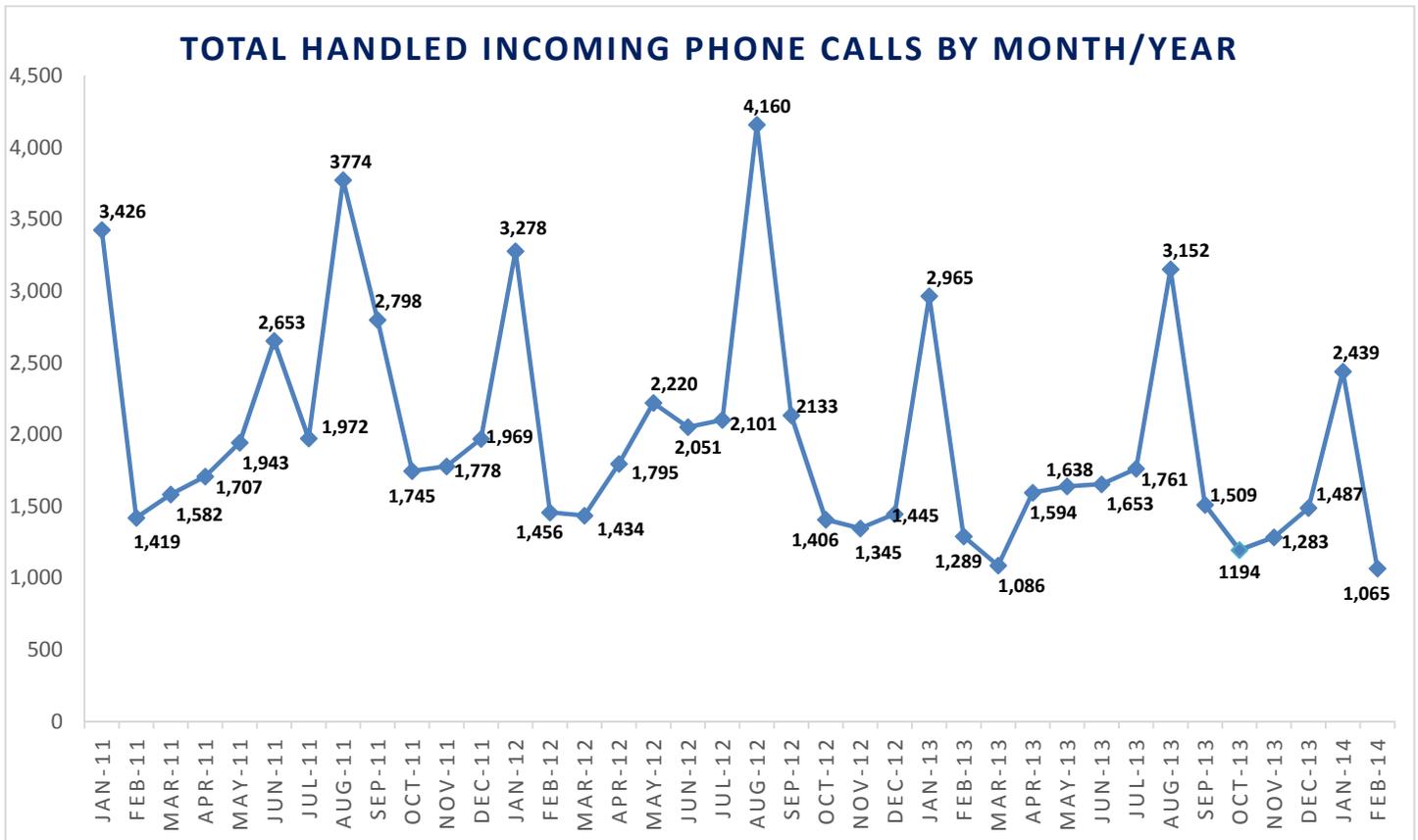


Chart 2.

**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 the month prior and during the first several weeks at the start of each semester. After reviewing data for all the phone queues, it was determined that all queues were cyclical and the call volume and wait times go up several weeks directly before and after a semester starts.

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

Directing students to the online help when they call in. This results in shorter call time and therefore, higher call volume may be handled.

## Improvements:

Replaced all Dell printers with high capacity double-sided HP Printer with additional paper tray, which resulted in less labor to fill printers with paper.

## Outcome Measure 2: Zendesk Monthly Response time

Terms of Assessment: Summer  Fall  Spring  Annual

### Findings:

Previous 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. We currently use the default Zendesk reporting.

- 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.

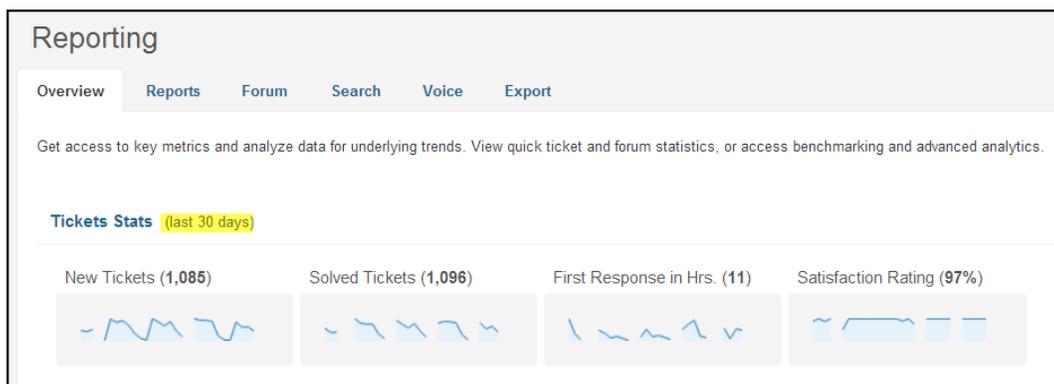


Figure 1.

- 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.
- The majority of tickets are assigned a normal response time and solved in less than 24 hours.

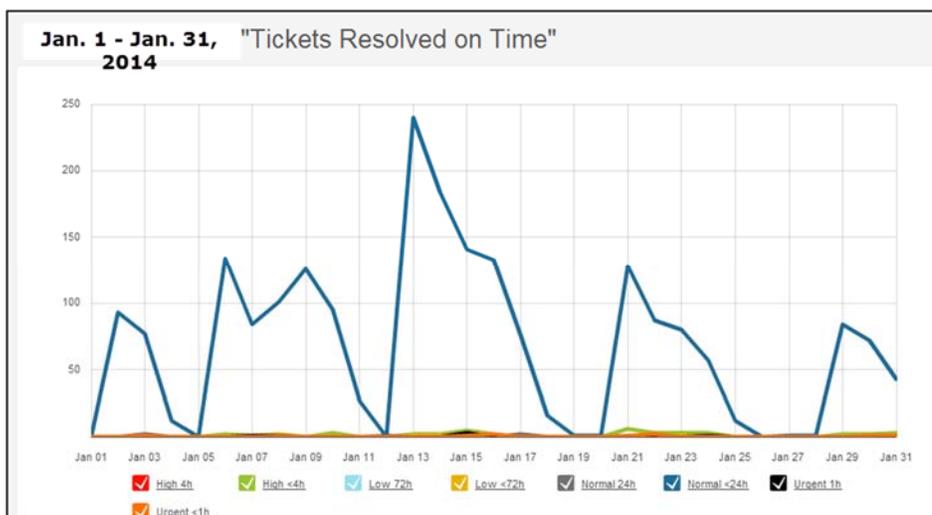


Chart 4.

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 Computer Services area is tracking their own level two tickets for reporting purposes. They are starting the AQIP process as a support service area. Since most level two tickets for offices, phones and the Banner system go to them as level two tickets, it makes a big impact on how we are perceived.

Improvements:

The Help Desk Services manager has started monitoring “old” tickets and following up with the assignee to determine when they will be closed. This has cut down on the amount of time tickets are left unsolved.

Most work group areas have work group queues that the tickets are assigned to and this allows for more than one person to be responsible for the completion of a ticket. This is helpful as far as cross-training for when someone is out due to illness or vacation.

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

Terms of Assessment: Summer \_\_\_\_\_ Fall \_\_\_\_\_ Spring X Annual \_\_\_\_\_

Findings:

- All areas continue to exceed the College benchmark grade (3.00) as shown in Table 1 below.
- 6 out of 8 criteria assessed received a grade of A- with the remaining two receiving grades of B+.
- All but one area improved the score.

<b>Help Desk</b>	<b>Score 2012</b>	<b>Score 2014</b>	<b>Grade 2012</b>	<b>Grade 2014</b>
Meets personally with you	3.47	3.39	B+	B+
Speaks by phone with you	3.60	3.71	A-	A-
Provides help when needed	3.61	3.63	A-	A-
Exhibits solid understanding of issues	3.38	3.47	B+	B+
provides accurate, helpful information	3.48	3.51	B+	A-
Shows courtesy and respect	3.62	3.67	A-	A-
Demonstrates appropriate level of confidentiality	3.63	3.71	A-	A-
Responds in timely manner	3.58	3.60	A-	A-

Table 1.

- Increased by 3% the high utilization of the Help Desk *online self-help* as shown in Table 2.
  - Note 78% of Faculty & Staff use the *online self-help* in the portal sometimes or often.
- Usage remained the same at 47% of faculty & staff use the *Room At A Glance* program on the Help Desk tab sometimes or often.

<i>Note the underlined key words</i>	2012	2014
Use online self-help on the Help Desk tab on the portal <u>Sometimes/Often</u>	75%	78%
Use Room at a Glance on the Help Desk tab <u>Sometimes/Often</u>	47%	47%

Table2.

- In 2014, as in 2012, almost all individual comments were positive as summarized in Table 3 below.
- The 2014 survey had several comments regarding a lack of awareness as in the 2012 survey listed in Table 3 below.

Comments: Most Frequent Summarized Additional Comments 2012

<b>Help Desk</b>	Helpful/Excellent (n =16)	Don't deal with/ unsure of function (n= 7)
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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 before each listed solution which allowed an immediate response to each individual work ticket with whether the requestor was satisfied. The original link was located after the ticket solution and did not solicit as many responses as it did previously. In the spring of this year the original link was moved to immediately after the satisfaction link and this has solicited more responses.

The overall point of service survey results are listed below along with the Satisfaction Survey results.

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

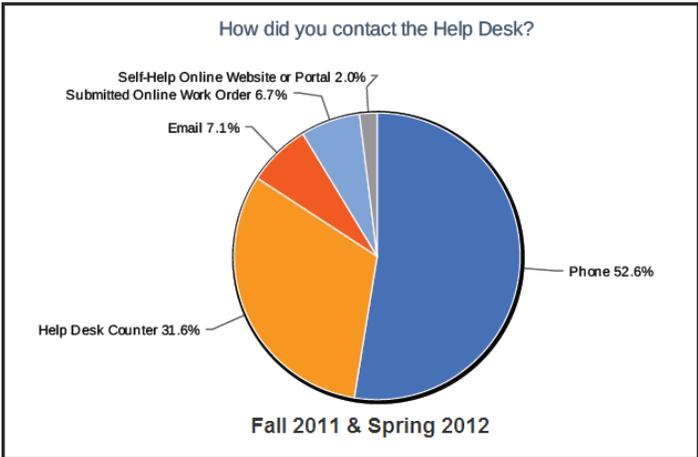


Chart 5.

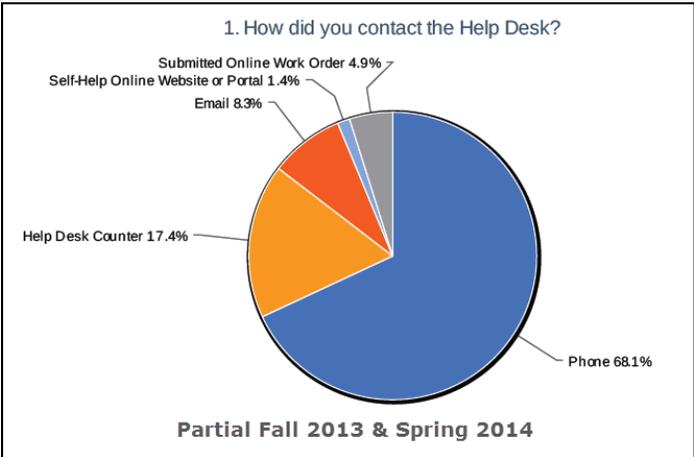


Chart 6.

- 55% used or were aware of the online self-help in the portal in the spring 2011 semester as shown in Chart 7 below.

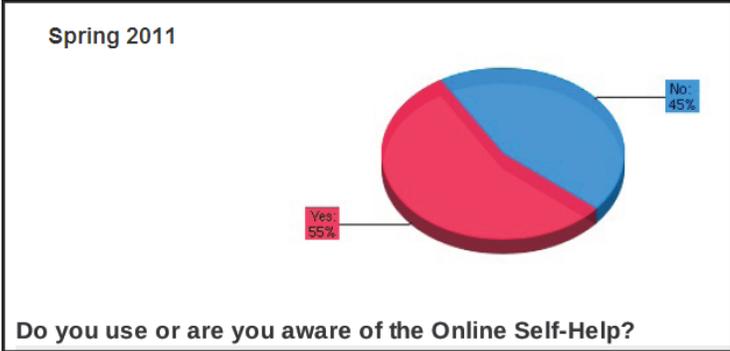


Chart 7.

- Online self-help awareness increased by 4.9% the following academic year (2011-2012) when compared with Spring 2011 as shown in Chart 8 below, and so far this academic year (2013-2014), it has increased by an additional 4.7% as shown in Chart 8 and Chart 9 below.

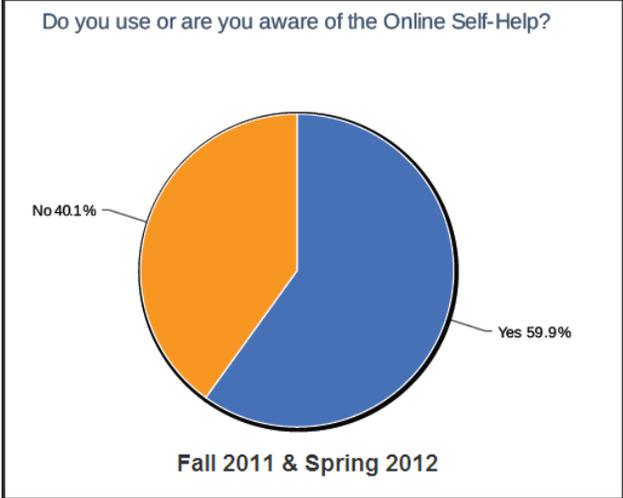


Chart 8.

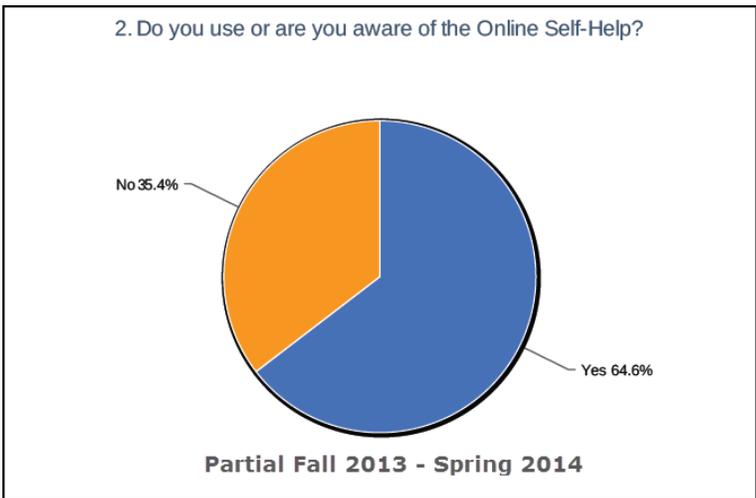


Chart 9.

- 98% found the support person who helped them to be knowledgeable or very knowledgeable during spring 2011 semester (reference Chart 10).
- The following academic year, this measure increased to 98.8% as shown in Chart 11 below.

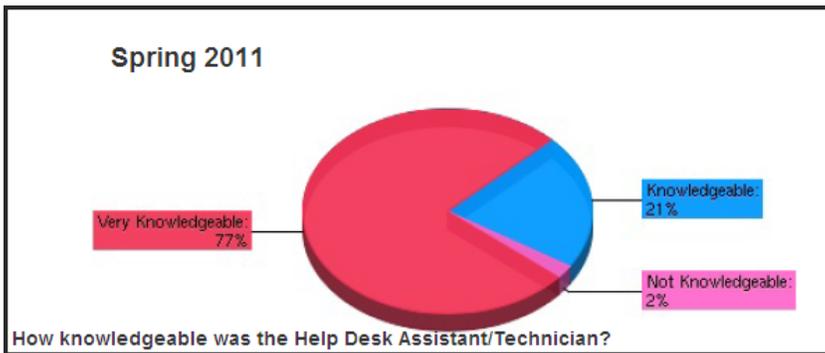


Chart 10.

- During the subsequent academic years (2011/2012 and 2013/2014) the respondents continued to find the assistant or specialist helping them to be very knowledgeable or knowledgeable as shown in Chart 11 and 12 below.
- Over 98% perceived the assistant or specialist to be knowledgeable or very knowledgeable in the subsequent academic years (2011/2012 and 2013/2014) when receiving help (reference Chart 11 & 12).

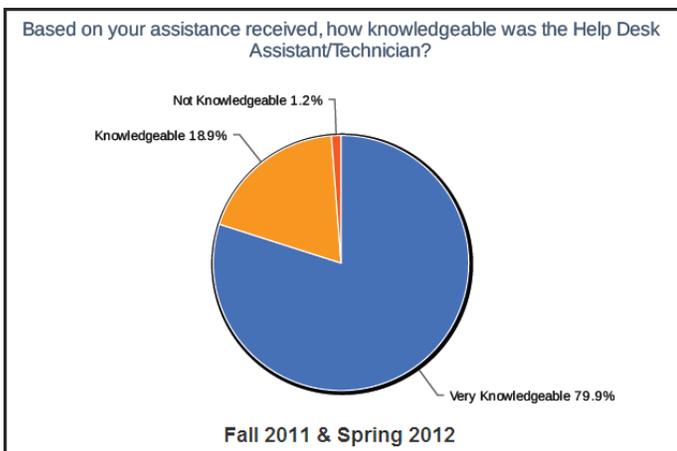


Chart 11.

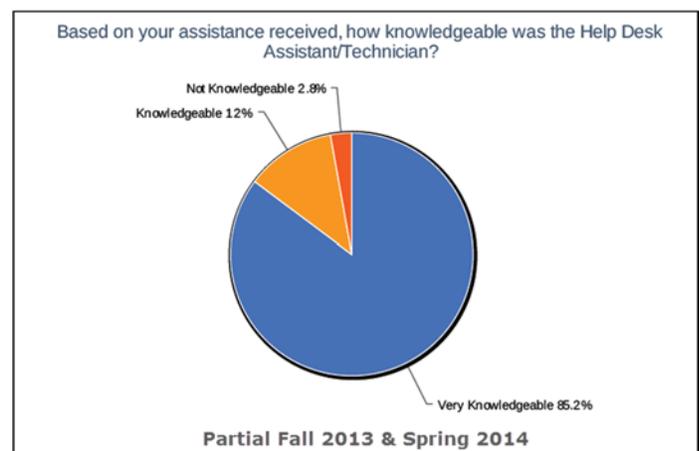


Chart 12.

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.

During the 2013-2014 academic year, the respondents to the survey continued to be very satisfied as shown in table 4 below.

<b>Partial Fall 2013 &amp; Spring 2014</b>		
<b>Overall, how would you rate our service?</b>		
Value	Count	Percent %
Very Satisfied	125	87.4%
Satisfied	9	6.3%
Neutral	5	3.5%
Dissatisfied	1	0.7%
Very Dissatisfied	3	2.1%

Table 4.

- The Satisfaction Statistics for Zendesk Ticket Rating embedded in the emailed solution are continuously very high as shown in table 5 for the academic year 2012-2013 and in table 6 for the academic year 2013-2014 as shown below.

<b>Satisfaction Statistics for Level 1 support</b>	
<b>Academic Year - 2012 - 2013</b>	
<b>60 day time frame</b>	<b>Overall Rating</b>
Sept./Oct. 2012	99.0%
Nov./Dec. 2012	98.0%
Jan./Feb. 2013	97.0%
Mar./Apr. 2013	99.5%
May/Jun 2013	98.0%
Jul/Aug 2013	98.5%
<b>Average for Year 2012/2013</b>	<b>98.30%</b>

Table 5.

<b>Satisfaction Statistics for Level 1 support</b>	
<b>Academic Year - 2013 - 2014</b>	
<b>60 day time frame</b>	<b>Overall Rating</b>
Sept./Oct 2013	99.0%
Nov. /Dec. 2013	97.0%
Jan./Feb. 2014	97.0%
Mar./Apr. 2014	98.0%

Table 6.

**Review Committee/ Process:**

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

**Proposed actions for next term/academic year:**

Continue to market the Online 24/7 Self-help available on the Help Desk tab in mystarkstate to new students and to new employees. The Help Desk Services manager participates in the new employee orientation and supplies the online materials to the advising area performing the new student orientation.

**Improvements:**

4.7% increase in awareness of our Online 24/7 Self-help in the last two academic years. Directed more advising and enrollment areas to use the online help when educating students and new employees on using the online help for basic processes that are job or task related.

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

Terms of Assessment: Summer \_\_\_\_\_ Fall \_\_\_\_\_ Spring  X  Annual \_\_\_\_\_

### Findings:

Focus Group A & B Recap  
April 23, & April 24, 2013  
Robin Snedden

### Overview

To evaluate the changes to the online help content in the portal mystarkstate, on April 23 and April 24, 2013, two focus groups were conducted to evaluate the presentation of the online help content on the *Help Desk* tab. 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 – Education & Human Services Division
- Faculty member - Dean of Health Sciences Division, (excused – sent staff member)
- Faculty member - Dean of Business & Entrepreneurial Studies Division, (*did not attend*)
- Faculty member – Adjunct, Mathematics Division
- Faculty member – Dept. Chair, Liberal Arts Division
- Faculty member – Dept. Chair, Health Sciences Division
- Faculty member – Dept. Chair, Health Sciences Division
- Faculty member – Information Technology Division, (*did not attend*)
- Staff member – Engineering, Industrial & Emerging Technologies Division
- Staff member - Administrative Assistant to Dean – Information Technology Division
- Staff member – Director, Trio Services
- Staff member – Assistant Director, Campus Library
- Staff member – Advisor, Student Services (excused)
- Staff member – Admissions Counselor, Enrollment Outreach
- Student - (*did not attend*)
- Student - (*did not attend*)
- Student – IT student
- Student – Bus student

A preliminary survey was sent to the participants to familiarize them with the Help Desk tab and evaluate the changes recommended by the focus groups last year. 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

Changes were implemented to the layout and functionality of the *Help Desk* tab last year after focus group recommendations. The two focus groups this year found the changes made to the layout and presentation of *Help Desk* tab were very positive. The tab was easy to find and the general Help Desk Services hours of operation were easy to find and read. They found that the information was clearly stated and easy to understand. They liked that essential buttons were easy to find along the side to submit a ticket and use the

*Room At a Glance* program. They found that the *Room At a Glance* program was user friendly. The new layout to categorize information under buttons was well received. They found the icons and descriptions on the buttons are self-explanatory and the information was easier to find. Channels were condensed into one for services/general information, one for students and one for faculty/staff.

The items discussed by the focus groups that need improved or changed have more to do with the organization of the entire portal in general and the settings applied to the portal. The participants think the font is too small in the portal and that the portal needs a built in search function. These are items that come up each year and are out of *Help Desk Services* control.

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 discussed or listed:

- This information is very good. More organization toward a user friendly site.
- The Control F feature does work here.
- A search function is needed.
- Clearer, bigger, easier to read.
- In regards to email “confirm help desk ticket” seems to be an extra step.
- Auto fill on help desk information?
- What we have is really good. Need to a better job communicating to faculty/staff and students about resources and what is available.
- Being part of the focus group was helpful.
- Thanks to Deb Redleski for showing us that the Tech Docs tab included software in classroom information!
- Training on latest features? 10 minute video?

Again, as mentioned above, additional comments were made on the preliminary surveys that are not within the scope of *Help Desk Services*. The software platform does not support a search feature for the portal. The style sheets for the portal control the colors, font size, and the tabs are organized and maintained by the marketing department.

## **Follow-up**

The changes made to the *Help Desk Services* channel last year after the Focus Group reviews, were well received and the changes were carried through to the other faculty/staff, and student channels.

The following changes to the *Help Desk* tab (proposed last year after the Focus Groups) were implemented:

- 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 and integrate the videos links into the help aid link
- Made a help guide and video to create and edit your own tabs in mystarkstate

The changes we did not implement were to bypass the portal style sheets to control the color, font size, and headings on the *Help Desk* tab. This would make the Help Desk tab look different from the rest of the portal and we did not want that. The other was to produce a video on how mystarkstate is organized and the *Help Desk* tab is organized. This change was not made because a reorganization of the information and how it was presented was going to be made to the rest of the portal. As of this writing, the changes have not been implemented.

## Recommendations

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

- Add a section in the Faculty/Staff Guide pamphlet about mystarkstate navigation and where help is available for mystarkstate
- Email pamphlets for faculty/staff at the beginning of each semester to make aware of the help
- Alphabetize the links
- Eliminate the verbs at the beginning of each named help aid
- Include the functionality of the channels to expand and contract on the *Help Desk* tab in training on mystarkstate (spoke to Training department)
- Offer short mystarkstate training sessions to all faculty and staff (spoke to Training department)
- 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

The recommendations are simple and easily implemented given time.

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 2012-2013 surveys and Focus Group results. Additional improvements were made to the online help format based on the 2012-2013 surveys and Focus Group results. Additional short videos for employees will be made and posted in the portal.

Improvements:

The above focus group recommendations were implemented and well received.

## Outcome Measure 6: ACT Student Opinion Survey (note: conducted in 2011)

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 through 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:

Angel 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  No

Comments:

Was research conducted and findings determined for each goal?

Yes  No

Comments:

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

Yes  No

Comments:

Are action steps outlined where applicable?

Yes  No

Comments:

Was the self-assessment and action plan completed?

Yes  No

Comments:

Was the assessment measures inventory completed?

Yes  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, practicals, 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**

[Adapted from Maki, P.L. (2004). *Assessing for learning: building a sustainable commitment across the institution*. Sterling, VA: AAHE; and Suskie, L. (2004). *Assessing student learning: A common sense guide*. San Francisco, CA: Anker Publishing Company, Inc.]