

2017-2018 Assessment Final Report

Department: KU Student Housing

Academic Resource ‘Help Center’ Survey

Introduction

Assessment Project Description

This is the first year of the ‘Help Center’ concept being delivered in Student Housing spaces – the purpose of this project is to assess not only the frequency with which services are utilized, but also the impact that utilizing these services has on a students’ academic success and their learning. This assessment project will help determine which aspects of the current operation should be continued and what needs to be altered to positively impact student learning and success. Participation rates can help determine if and where the program expands to. Additionally, if the program is not yielding the desired results, extending the current plan may allow for different assessment questions to be asked to further diagnose the issues within the operation.

Service/Program Student Learning Outcome(s)

Students participating in the Academic Resource Help Center will be able to...

- Apply learned tips and strategies in support of their academic success (Departmental Learning Outcome #1).

Population/Sample:

Assessment for the Academic Resource ‘Help Center’ was distributed through the EBI/Skyfactor Benchworks Resident Assessment tool, which was distributed to 4,601 students living on-campus in Spring 2018. 914 students completed the Skyfactor assessment, and approximately 676 students responded to the questions that focused on the Help Center.

Assessment Method(s):

The original plan for assessment was changed due to access for administering surveys. Instead of surveying students as they utilized the ‘Help Center’, all students living on-

2017-2018 Assessment Final Report

Department: KU Student Housing

campus were surveyed utilizing the EBI/Skyfactor Benchworks Resident Assessment. Questions were asked regarding use of the Help Center and its possible impact on student learning.

Summary of Key Findings/Results

Of the students that completed the assessment, 56 had utilized tutoring services offered in Daisy Hill Commons, 39 had utilized Supplemental Instruction offered in Daisy Hill Commons, and 64 had utilized writing center assistance offered (37 in Daisy Hill Commons and 27 in Downs Hall). Unfortunately, the data does not indicate what, if any, overlap exists between each of these populations, so it is difficult to know a total number of students utilizing the resource.

29.4% of all students taking the assessment agreed with the statement, “Utilizing academic services offered in KU Student Housing spaces has contributed to my ability to succeed academically.” 46.2% of responding students agreed with the statement, “Living in Student Housing has contributed to my ability to succeed academically.”

This assessment started to answer our questions, but also showed that a more refined system of collecting data for this project will be needed for the future. Included below are additional plans for doing so.

Conclusions

Impact of Assessment

The results of the assessment will influence the offerings of the Help Center for future academic years, including which services to offer, where to offer, and how to market the opportunities that exist and communicate about them with students. We have also started to develop a stronger outline of expectations and ways to share information between campus partners, as this endeavor is one that includes many moving parts. Not only will this improve the services for students, but also allow for more robust assessment to take place as well.



2017-2018 Assessment Final Report

Department: KU Student Housing

Lessons Learned

Most of the initial plan for this project altered based on access to information. While we were able to answer the foundational questions we wanted to ask, making sure to create and agree upon an assessment plan for this project earlier will be imperative for the next assessment cycle. As this was the first year of the program in its current state, any level of feedback was appreciated and utilized, and tweaks are able to be made based on both the quantitative gathered and anecdotal evidence shared throughout the academic year.