

Student Services Self-Assessment Toolkit

Service Usage Evaluation

Collecting data on service usage and sharing it with the team can help clarify which services are having the desired impact and which need improvement. The Service Usage Evaluation (SUE) is the second document in the self-assessment toolkit. It can be used to supplement the information gathered in the team survey to provide the team with more objective information on what services are available to students and used by students. Teams are also encouraged to supplement the information found in SUE with occasional student surveys or focus groups.

For many programs, some of the data included in this form may be challenging to find. *If necessary, the team can decide to collect the information that will be most helpful in making strategic support service decisions.*

Improving Student Outcomes: Teams can use SUE to measure improvements. The evaluation can be used as part of the college's strategic planning, annual planning, program review, or bridge program application each year. After the team has selected priorities and made a Service Improvement Plan (SIP), the team can focus on those aspects of SUE needed for meeting the core priorities. However, it is suggested that the team collect the other data every few years to see if the team needs to take on other priorities and create a revised SIP.

How to Begin: After assembling a team of administrators, faculty or teachers, and staff leaders, *one or two team members who have access to service usage and other quantitative data should be asked to fill out SUE and share results with the team.* All team members should be asked to fill out the Team Survey.

The team should then meet to discuss their impressions of the level of student support currently provided and use the Student Services Improvement Plan to develop a plan for building on strengths and addressing weaknesses.

Please answer all questions honestly as they apply to students at your institution. Because there may be different levels of programs, questions are divided according to population -- Adult Education, Developmental Education and Traditional Education.

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Theme 1: Early Student Engagement

Indicate outside referral relationships held by the college or organization.

Services	Organization	Cost to Students		
		Free	Sliding Scale	Full-Price
		[insert check boxes]		

Compile the following statistics to help the team understand how many students are using some of the services related to strong early engagement.

FY 20__	% of Adult Education Students	% of Developmental Education Students	% of Traditional Education Students
Met individually with counselor, advisor, or transition coordinator prior to start of classes			
Received information on financial aid or income supports and/or help applying in Winter or Spring before the start of classes			
Completed career testing			
Completed individualized career counseling session			
Developed an academic plan			

Theme 2: Supporting Success

Providing student supports

FY 20__	% of Adult Education Students	% of Developmental Education Students	% of Traditional Education Students
Met individually with counselor, advisor, or transition coordinator at least once during the semester			
Referred to tutoring			
Attended tutoring at least once a semester % of this number who passed course % of this number who improved GPA			
Attended tutoring at least once a month			

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% of this number who passed course % of this number who improved GPA			
Attended once a week % of this number who passed course % of this number who improved GPA			
Referred to early alert			
Contacted by one or more early alert staff members % of this number who responded % of this number who received a referral/assistance % of this number who showed improvements (e.g., passed course, improved GPA)			
Referred to outside assistance (list below):			
Assisted in finding childcare or applying for subsidy			

Financial Aid and Income Supports

FY 20__	% of Adult Education Students	% of Developmental Education Students	% of Traditional Education Students
Completed budget/financial aid plan			
Assisted to apply for financial aid, or other financial assistance to fill remaining need			
Received financial aid			
Received voucher or grant for uniforms, books, exams, transportation or childcare			
Received emergency help to address financial issues			
Assisted with applying for public assistance/subsidies			

Transitioning to Further Education and Employment

FY 20__	% of Adult Education Students	% of Developmental Education Students	% of Traditional Education Students
Attended at least one workshop or activity that increased college or career/tech preparation			
Learned about financial aid and received help filling out a FAFSA (prior to credit or CTE program entry)			
Completed a career skills workshop			

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Used job placement tools or services			
Participated in internships			