

Program Evaluation for Structure and Program

Advisory Committee (SPAC)

Ashlee Sperry

Human Services 485 : Program Planning and Evaluation

Introduction

This is a program evaluation for the Structure and Program Advisory Committee (SPAC). It is in collaboration with Emma J. Opsal, the Associated Students (AS) Assessment Coordinator. AS is ran by Western Washington University (WWU) students, and has an array of services and programs to serve the all students on campus, and to contribute to their college experience.

SPAC is a student-run assessment office located in the AS that evaluates 6-7 of the AS program offices a year, rotating every 4 years. To gain a better understanding of each program, the program office will be given a series of documents to obtain background information. SPAC will take recommendations for any changes from the offices, as well as evaluate mission statements, budgets, the cultural and social appropriateness of language that is used, goals, etc. Final recommendations will go to the Board of Directors, and implementations will be made spring quarter.

Evaluation Outcome

The client requested feedback from students, faculty advisors, and any other members of the AS program offices. There is an assumption that comes with assessments, and this is that most individuals do not like to be assessed. The Assessment Coordinator would like to know how SPAC is perceived amongst members of the AS offices, in terms of reputation and effectiveness. They want to make sure the students and staff are being served the best they can, and improve areas related to time management.

The Coordinator would like to use the results to improve the AS and the assessment process, and make it more manageable. Also, this evaluation is intended to alleviate that stigma that is associated with assessments. SPAC is an advisory committee, and is in place to serve and

collaborate with the students and advisors working in the AS program offices, and in turn, the entire WWU community.

Background

For some background information on assessments and evaluations, there are four literature reviews provided below. The first review focuses on another college assessment program, and looks at its effectiveness by examining the barriers it has faced. The next focuses on how a blending of collaborative and non-collaborative approaches to evaluation can be beneficial. The third literature review focuses on the increasing importance of internal evaluators in today's society. And the last review focuses on the anxiety that can come with an individual that is being evaluated, how that can affect the evaluation and outcomes, and how an evaluator can approach this.

Literature Review 1

This study examines the effectiveness of implementing outcome-based assessment programs in the California Community College District. To determine the effectiveness of this program, they look at what barriers would provide challenges for outcome-based assessments to be effective in the school district and cross-referenced the data with similar assessment programs implemented in other colleges. The results were then compiled and coded to determine what recommendations could be given for programs and representatives to implement to encourage outcome-based assessments to become integrated into their work (Bresciani, 2012).

Outcome-based assessments encourage participants to articulate the intended results of their programs/teachings. Its purpose is to revisit the purpose behind a programs teachings and value system and use the audience's perspective to measure how the program can continue to develop to achieve its intended outcome. It was found that colleges were unable to implement

this assessment because they did not have a shared understanding about who the data was for. This barrier made it challenging for representatives to outline their intended outcomes and the direction their program development should go. They found that it was necessary for a clear audience to be addressed so that there was a strong understanding of who the data was for and how it will improve the quality of their program (Bresciani, 2012).

By cross-referencing a multi-institutional case study analysis, more information was provided on the effectiveness of this assessment in other college campuses. The study then described recommendations for improving communication methods and timeliness of meeting deadlines. The study encourages allotting time for these actions to be completed and for the reasoning behind the actions to be understood by all participating staff/faculty. The surveys used in the study also gather information on how processes can be condensed and provide clearer guidelines for participants to complete assessments (Bresciani, 2012).

Literature Review 2

Previous research has shown that there are two types of general program evaluation: those that collaborate with whom are being assessed, and those that do not. The reasoning behind not incorporating the stakeholders has been for validity, more specifically how stakeholders may influence evaluators in the process. This type of program evaluation is specifically for looking at the effectiveness of a program and the logistics, so a stakeholder's presence is not a necessity. On the other side, stakeholders know their program the best, so including them in any part of the evaluation may be beneficial for how the findings from the evaluation will be used post-evaluation. In the research, these types of evaluations are known as non-collaborative and collaborative. In this particular study, four other studies are synthesized that were found to blur the lines between the two types of evaluations due to the mixed characteristics found. This study

attempts to bridge the gap between collaborative and non-collaborative evaluations to show how a blend may provide the applicable usefulness of a collaborative style along with the validity of non-collaborative (Brandon, 1998).

The findings from this synthesis provide evidence that by including stakeholders in the evaluation, it can also increase the validity of the assessment, because not only can program experts provide knowledge about information that is relevant to their program, but they may also distinguish between information that may seem important but has little applicable impact on the program itself. This study acknowledges that although it's important to research an agency, program, and mission statement as much as possible for background information, experts of the program should be able to provide it more in depth. On the notion of stakeholders increasing validity, they may also know what recommendations may be inappropriate for the program which the evaluators would not (Brandon, 1998).

Although Brandon in this study it is shown how stakeholders can be an advantage for increasing validity, it is also noted that it is the evaluator's job to see where the stakeholders fit into the evaluation and really think about the big picture, and how where they fit in effects methodology used in the evaluation. This means that the evaluator needs to seek how the expertise of individuals within the program and see where they would be most useful to increase validity and soundness. A section of this article distinguishes how methodology is shaped depending on type and purpose of the evaluation. For example, non-collaborative evaluations focus on the soundness of the evaluation by gathering thorough information to enhance a program. Methodology with this focus will gain credibility with the clients so they know it is accurate (Brandon, 1998). On the other hand, collaborative evaluations may focus more on the social role and relationship between evaluators and clients, which can increase the use of the

findings of the evaluation because the clients were involved in the process. Methodology in this case could be focus groups or non-structured interviews, depending on when stakeholders are involved. By the end of this study, it is made clear that it does not have to be one way or the other. In the long run, what matters is taking greater care of where and how evaluators include input and information from stakeholders. If done in an equitable and thorough manner, such as how non-collaborative evaluators seek information, the credibility and validity may be improved more than assuming collaborative or non-collaborative styles. When an evaluator is seen as more credible with valid finding paired with rapport built with collaboration, conclusions will be stronger and findings will be more useful and applicable to the clients.

Literature Review 3

The primary role of a program evaluator is to assess the functionality, goals, and productivity of a program or organization. While evaluators still play an important role in regards to maintaining structure in an organization, this role is evolving and becoming more complex. Volkov (2011) highlights the growing responsibility internal evaluators have in modern society. Internal evaluation is created within an organization as opposed to external evaluation, which is typically contracted out. This article defines internal evaluation as “a powerful organizational intervention with methodology contingent on political and practical circumstance” (Volkov, 2011, p. 26). The benefit of internal evaluation is that the evaluator has inside knowledge and can assess with the intentions of the program or organization in mind. Although there are many benefits for internal evaluation, this may cause more pressure on the evaluator from their colleagues to meet organizational needs (Volkov, 2011).

According to this article, one of the increasing roles of internal evaluation is in educating a stakeholder on what evaluation is and its importance. There is a general fear of being

evaluated, and it has been shown that if an individual can understand and evaluation from their own worldview, they are then more receptive of it. The evaluation process goes more smoothly if the participants are engaged and understand its purpose (Volkov, 2011).

There is also a lack of knowledge and clear definition as to what an internal evaluator does. The many roles of an internal evaluator include being a consultant, a change agent, an evaluation educator, a decision-making support, a researcher, an advocate, and an organizational learning supporter. It takes personal determination and organizational support to implement these roles, however, by doing so, evaluation outcomes will go further and last longer (Volkov, 2011). Clearly defining the many roles of an internal evaluator could potentially improve the reputation of evaluation and help individuals to become more receptive to the evaluation process.

Literature Review 4

Evaluations are often paired with the emotional response of uncertainty, apprehension, and uneasiness. This is often an individual's experience when their achievements and behaviors are being examined. There is a fear that the result will be suggestive that they are inadequate or insufficient in some way. The primary purpose of this review is to explain excessive evaluation anxiety (XEA) related to program evaluations. This includes some common consequences, signs, sources, and strategies related to evaluation anxiety (Donaldson, Gooier, & Scriven, 2002).

XEA in program evaluations can have significant effects not only on the evaluation process itself, but also on its results. It can cause critical stakeholders to become uncooperative, and can result in evaluation data and findings that are insignificant. There can also be an overall increase in productivity and performance when stakeholders are experiencing XEA. This can all lead to disapproval of the program evaluation, and can weaken the reputation of the evaluators as well (Donaldson et al., 2002).

When it comes to managing evaluation anxiety, an evaluator needs to make sure the anxiety isn't due to a valid resistance to an inadequate evaluation process. It is a good idea to discuss the reason for the evaluation, as well as professional standards for conducting an evaluation. An open discussion can lead to a shared understanding of why the evaluation is being done, and reassure that the process is regulated and in fact objective. An evaluator should offer constant improvement feedback, which can make the format and implementation of a program better. An evaluator should also be a good role model for the stakeholders, and should encourage the stakeholders to evaluate the evaluator and the evaluation process (Donaldson et al., 2002). These are just a few tips to help manage XEA among stakeholders.

The ability to handle evaluation anxiety among your stakeholders is an important skill to have as an evaluator. Evaluation anxiety can reduce validity, reliability, and utilization of the results. The symptoms related to XEA are detrimental to all parties involved in the evaluation. It is important to be able to recognize and explore them as they arise (Donaldson et al., 2002).

Program Evaluation Design

The initial informational interview with the Assessment Coordinator offered the background information needed to conduct the program evaluation, especially insight into what SPAC is. It was made clear that they wanted to know how people perceived SPAC and its assessment process, as well as any information that will help to improve the process and best serve the students and staff who are being assessed. These areas are seen as blind spots for the Coordinator, and the team was brought in because SPAC cannot evaluate themselves. It is anticipated that by finding a better way to collaborate with those involved in the assessment process, will result in the students and staff taking more time and careful consideration when making recommendations and filling out documents.

Methodology

The methodology chosen for evaluating SPAC was a combination of quantitative and qualitative data collection. This mixed methods approach was requested by the Assessment Coordinator, and also seen as the most efficient methodology by the team of evaluators. Quantitative questions were used to determine factors regarding who was taking the survey, if they had been through the process before, and their prior knowledge of SPAC. Qualitative questions were used when asking what an individual thought was most and least beneficial; this way they could elaborate in their own words what they felt worked and did not.

Instrument

A survey was drafted that consisted of 14 questions, with a mixed methodology containing quantitative and qualitative questions (see Appendix A for instrument used). The questions were designed to gather information in the areas of the participant's familiarity with SPAC, how well they feel the process works, and potential improvements that could be made to SPAC. Two informal interviews were conducted in addition to the survey that was distributed.

Process

The team of evaluators met and brainstormed questions for the initial informational interview with the AS Assessment Coordinator. The interview was held at 3pm with Emma J. Opsal, on October 5, 2015, in her AS office if the Viking Union on Western's campus. A photo release form was signed. The team designed the survey, submitted it for the Coordinator to review, received feedback, and updated and finalized the survey questions. The survey was then submitted for distribution.

Target Population

The target population for this survey and evaluation was the members of the AS program offices. This includes student employees and advisors, either still a part of an AS program office, or had been in the past. Some of the population have been a part of an office that has gone through an assessment, and some have not.

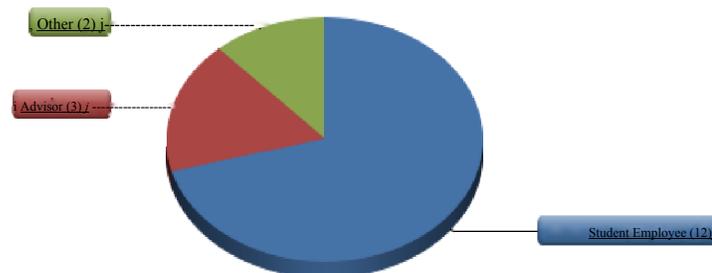
Instrument Implementation

The instrument was distributed through Qualifies, an online survey program. There were 115 requests sent to the AS email list through Outlook on October 19, 2015, with a link to the survey. Qualifies then sent out another request on October 24th, and the AS Personnel Office sent out a reminder on November 3rd. On November 9th, the team met to analyze the data after the survey had closed. Each member attempted to find any relations between variables, and to any patterns. Coding of qualitative data was also conducted.

Findings

Survey

There were 19 respondents shown by Qualifies, but only 17 individuals actually participated in the survey and answered the questions (see Appendix B for all raw data). Twelve of the participants were student employees, 3 were advisors, and 2 chose other and stated they were an Administrative Assistant and a Staff Manager. (See chart below)

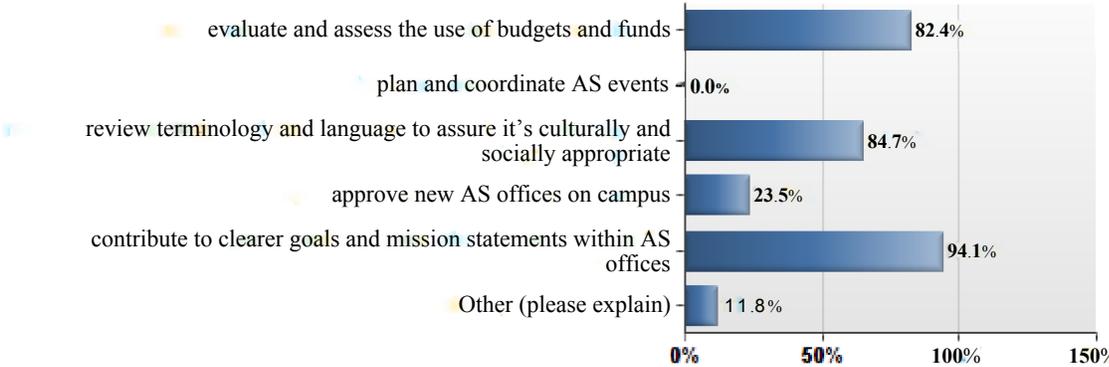


Five respondents, the majority advisors, indicated they had been through the SPAC assessment process before. Eleven respondents, the majority student employees, indicated they had not. One student employee was unsure if they had been through the process. (See chart below)

Which of the following best applies to you and your position?

	Student Employee	Advisor	Other	Total
Have you been through the SPAC process before?				
Yes	1	3	1	5
No	10	0	1	11
Unsure	1	0	0	1
Total	12	3	2	17

Of the respondents, 82% selected they knew what SPAC was. The majority of respondents appropriately selected the duties and purpose of SPAC. Although, 24% did believe one duty of SPAC was to “approve new AS offices on campus,” which is not one of the department duties. (See chart below)



When asked, “Do you think the SPAC assessment process plays a beneficial role in the AS office as a whole?” 82% chose that it was. (See chart below)

Which of the following best applies to you and your position?

Do you think the SPAC assessment process plays a beneficial role in the AS office as a whole?

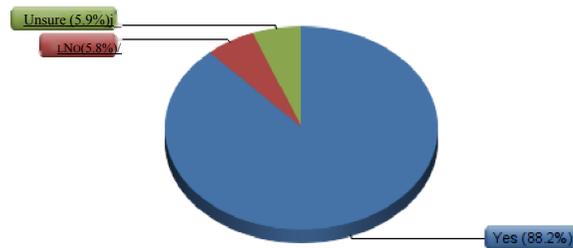
	Student Employee	Advisor	Other	Total
Yes	11	2	1	14
No	0	0	0	0
Unsure	1	1	1	3
Total	12	3	2	17

After coding the qualitative data for the question, “What do you think is the most beneficial part of the SPAC assessment process in your particular AS office?” the major themes were: evaluating budgets and making sure money is being used as efficiently as possible; process allows for valuable reflection; an opportunity to make changes; to clarify and be sure that goals and missions are being met; offers an outside perspective; provides appreciated information to the Board of Directors. After coding the data for the question asking what participants thought was the “least beneficial” part, the major themes were: a lack of familiarity, transparency, and knowledge of SPAC and the process; too narrow of a focus; added stress; time-consuming; and limited control over making changes.

When asked their opinion on the time frame of the assessment process, 5 respondents (3 who have been through process and 2 who have not) chose it was “moderate/adequate,” 2 respondents (neither of the 2 have been through the process) chose it was “too long,” 1 respondent (who has been through the process) chose it was “too short,” and 9 respondents were “unsure.” (See chart below)

		Have you been through the SPAC assessment process before?			
		Yes	No	Unsure	Total
How would you describe the time frame for the Assessment Office?	Too Short	1	0	0	1
	Moderate/Adequate	3	2	0	5
	Too Long	0	2	0	2
	Unsure	1	7	1	9
	Total	5	11	1	17

In terms of the ideal time to implement changes in the offices, 41% chose end of winter quarter and 41% chose beginning of spring quarter. The majority of participants chose that it would be beneficial to have a review of the changes made within a program one year after they are implemented. (See chart below)

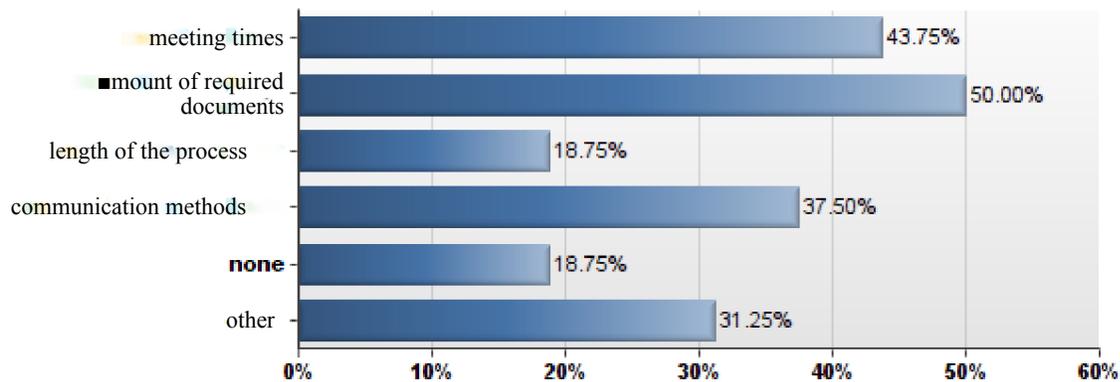


E-mail was the majority preference in terms of contact method. When asked about feeling supported through the assessment process, 12 of the 17 respondents were neutral, 2 agreed, 1 strongly agreed, and 2 disagreed. With further analysis, of the 2 that disagreed only 1 had actually been through the process. (See chart below)

Please rate your level of agreement with the following statement:
I have felt supported throughout the SPAC assessment process.

		Have you been through the SPAC assessment process before?			
		Yes	No	Unsure	Total
Strongly Disagree		0	0	0	0
Disagree		1	1	0	2
Neutral		1	10	1	12
Agree		2	0	0	2
Strongly Agree		1	0	0	1
Total		5	11	1	17

For suggested areas that could potentially be improved, “amount of required documents” led with 50%, followed by “meeting times,” “communication methods,” and “length of process.” (See chart below)



The final answer asked “Anything else?” One respondent stated, “Overall, SPAC is a good idea but tough to execute well. It is good to review and assess programs but when done in isolation and done outside of looking at the broader context of needs, the process becomes a bit flawed. I also struggle with the SPAC recommendations. Who is accountable for them and how should they be held accountable. If they require funding if none is available then what do we do with that information? SPAC may need an overhaul itself?” Another respondent stated, “If

SPAC is guaranteed to happen in a given year, perhaps having the previous holders of the office positions give the new employees their opinion on what changes could be made. If there are to be radical changes in space and purpose of an office, there should be a lot more of a discussion with other offices within the AS and outside about the changing office.”

Informational Interviews

Two informal informational interviews were also conducted. When Respondent A was asked what they had heard prior to their experience with SPAC, they said they heard it was hard to prepare for, evolved, students question its purpose due to their quick turnover, and that it was good and primarily student run. Respondent A felt supported with the legacy documents, expressed there was financial and personnel support, and strategic recommendations were made. They stated some potential areas of improvement would be management of student’s limited availability, appropriate equitable attention in assessing each office, easily accessible past documentation, and determining short and long term changes and goals. Respondent A expressed that the SPAC process used to be assessing the impact of a program’s mission on the students, and now it is focused on asking for resources and funds (see Appendix A for informational interview notes).

Respondent B said that prior to their experience with SPAC they had heard broad information, and that the process was rather unpleasant. Respondent B stated that the process was very time-consuming, and this could be very overwhelming with an already full schedule. They expressed there is a lack of community throughout the entire process. There is no encouragement for the offices to be creative through the assessment, and there is a real “just get it done” mentality. They stated it was a very impersonal process for offices and jobs that can potentially focus on personal issues. Respondent B did say that SPAC evaluator had made

themselves available if the program office needed additional support, but so much of the work is done in the office, by the office, that this didn't seem to be all that helpful (see Appendix A for informational interview notes).

Limitations

As an evaluator, one limitation was related to Qualtrics and the distribution of the survey. There was a need for trouble shooting regarding permissions to send emails. This could be a reason for a lower response rate (approximately 10%) for this internal survey. Also, with the majority of AS consisting of students, the target population is busy and forced to prioritize, resulting in possible dismissal of the survey. Another limitation is due to the quick turnover rate within the offices due to students moving on, and resulted in a study weighted towards respondents who have not gone through the process before.

Recommendations

One thing that really stood out was how much emphasis there was on how time consuming the process is, and members were really spreading themselves thin in trying to get everything done. If there was a way to simplify the process, and minimize the required work that goes along with the process, there will most likely be more attention and thought put into what work is being completed. It could eliminate that mentality of "just get it done." Also, when working with different offices that are unique to their own missions and courses of action, a standardized assessment process may not be the most beneficial approach. Although, making the appropriate adjustments to make this reform, given the allotted time, could be unrealistic.

It appears as though through the years the sense of community has disappeared, and the need for funding and resources has taken priority. Perhaps by encouraging those offices involved in the assessment process to reach out to those they work with, if they have a particular

population they focus on, it will bring back a sense of empowerment, both inside and outside of the program office. This may also be a more appealing option for offices who must be assessed. If they get to work with their target group throughout the assessment, it may be more worthwhile, and result in more thoughtful involvement.

Planning Approach

In terms of a planning approach, from an evaluator's perspective, a combination of rational and non-rational planning theories would be most beneficial for SPAC. As a rational approach, a Logic Model would be beneficial in mapping a course for the assessment process. A Logic Model is a design where a planner begins with the ultimate end outcome or objective and works backwards, identifying long and short term goals, the outputs (what activities are done to achieve these goals and who participates in helping these goals be reached), and then determine the inputs last (what needs to be invested). This would offer the needed structural foundation to the process, as well as aid in future evaluations by using the overarching goal to determine if the department is achieving what it intends to (Netting, O'Connor, & Fauri, 2008).

A non-rational approach would be most beneficial, but potentially more involved in terms of its delivery. Sense-making theory is an approach that occurs after the fact. It assumes that unintended learning happens along the way, and it is best to try to make sense of the process after one has experienced it (Netting, O'Connor, & Fauri, 2008). For SPAC, this could entail at the end of the assessment process, a meeting could take place with each individual program office to discuss and make suggestions regarding what worked and didn't work throughout the year. This could generate valuable information that will improve the process in the future, and is a way to obtain that more information that is more challenging to obtain from those who have been through the process before they move on.

Conclusion

As a program evaluator, I felt a large sense of responsibility and need to get results. We knew what Emma wanted to know, and it was up to us to determine what the best way to do this was. I was very curious as to what the results would show, and if they would correspond with what Emma and the team was looking for. It was a good feeling to be helping a campus department, and potentially finding ways for them to improve their functionality. I learned that data analysis is a very elaborate process. I have a new found appreciation for evaluation, not only because of the work that goes into it, but also how important it is for a department or organization to operate at its full potential.

Now that I have had experience with the process of evaluating a program, as well as exposure to its benefits, I will be more prepared for any future evaluations I may do. Working in the human services professional, we will see numerous organizations designed to serve target populations. Without evaluation, these organizations cannot be sure that they are serving this population to the best of their ability, and are truly working with the group to help better their situations. I think this is also my biggest take-away. If we aren't serving those we are intending to, then we are potentially harming them.

References

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Appendix A

Survey Questions and Informational Interview Notes

Survey Questions

1. Which of the following best applies to you and your position?
 - Student Employee
 - Advisor
 - Other

2. Have you been through the SPAC assessment process before?
 - Yes
 - No
 - Unsure

3. Are you familiar with SPAC [Structure and Program Advisory Committee] the AS Assessment Process?
 - Yes
 - No
 - Other (please explain)_____

4. How would you explain SPAC in terms of its duties and purpose? Please check all that apply.
 - evaluate and assess the use of budgets and funds
 - plan and coordinate AS events
 - review terminology and language to assure it's culturally and socially appropriate
 - approve new AS offices on campus
 - contribute to clearer goals and mission statements within AS offices
 - Other (please explain)_____

5. What do you think is the most beneficial part of the SPAC assessment process in your particular AS office?

6. What do you think is the least beneficial part of the SPAC assessment process in your particular AS office?

7. Do you think the SPAC assessment process plays a beneficial role in the AS office as a whole?
 - Yes
 - No
 - Unsure

8. How would you describe the time frame for the SPAC assessment process?
 - Too Short
 - Moderate/ Adequate

- Too Long
- Unsure

9. When would be the ideal time to implement changes within your program?

- End Winter Quarter
- Early Spring Quarter
- Mid Spring Quarter
- End Spring Quarter
- Unsure

10. Would you find it useful to have a review of the changes made to your program one year after implementation?

- Yes
- No
- Unsure

11. Please rate your level of agreement with the following statement:

I have felt supported throughout the SPAC assessment process?

Strongly Agree Agree Neutral Disagree Strongly Disagree

12. Which method of contact works best for you during the assessment process?

- Email
- Phone
- Text message
- In person
- Other

13. What would you suggest as areas for potential improvement in the future for SPAC and its assessment process? Please check all that apply.

- meeting times
- amount of required documents
- length of the process
- communication methods
- none
- other _____

Anything else?

Informational Interview Notes

Respondent A (Conducted 11/2/2015)

What have you heard about SPAC, prior to your experience?

- Evolved, very continuous
- Hard to prep for

- Does it matter since students are leaving?
- Good, AS is student run. staff is there for contingency

What has been most beneficial from this assessment?

- felt supported, doing legacy documents
- financial and personnel support
- give some strategic recommendations

What can be improved?

- No time will be good exactly to implement changes
- Most student volunteers and employees are gone over winter break/ student availability
- Equity in assessment for each program
- Previous docs not always kept or made accessible to new students.
- Leaders of SPAC change and can't conceptualize 4 years from now
- Think about long term changes not just implement next years
- Short-term changes for long term goals
- Quantifiable data not always applicable within assessed program
- Unclear about what they want.
- More recommendations for programs
- Better follow-up

Other comments

- Focus of SPAC changed from focusing on mission's impact on students to programs asking for resources. Use to be a presentation to panel (SPAC) about how program served others

Respondent B (Conducted 11/2/2015)

- Respondent stressed the feeling that the SPAC assessment process was very time-consuming. Individuals were continuing to run an office, and were often students and therefore attending school, as well as needing to meet all criteria for the assessment process. This was very overwhelming.
- Respondent expressed the lack of emphasis on the connection with community during the process. Since the community is what many offices are trying to reach, respondent felt this was where a lot of the feedback should come from. This is an option for offices to obtain feedback from the community they serve and in creative ways, but it was not something that was directed or encouraged by SPAC. Respondent felt there was no community dialogue being built.
- Respondent expressed this was a very non-personal process for evaluating offices where many have a very personal theme for those they work with.

- When asked what respondent had heard prior to being a member of an AS office, they said they heard very broad information of it being an assessment process, and that it could be unpleasant.
- Respondent stated that the evaluator made themselves available for any questions, but the work is all mainly done in the office by the office.

Appendix B

Survey Raw Data

Raw Report

Last Modified: 11/24/2015

1. Which of the following best applies to you and your position?

#	Answer	Response	%
1	Student Employee	12	71%
2	Advisor	3	18%
3	Other	2	12%
	Total	17	100%

Other
Administrative Assistant
Staff Manager

Statistic	Value
Min Value	1
Max Value	3
Mean	1.41
Variance	0.51
Standard Deviation	0.71
Total Responses	17

2. Have you been through the SPAC assessment process before?

#	Answer	Response	%
1	Yes	5	29%
2	No	11	65%
3	Unsure	1	6%
	Total	17	100%

Statistic	Value
Min Value	1
Max Value	3
Mean	1.76
Variance	0.32
Standard Deviation	0.56
Total Responses	17

3. Are you familiar with SPAC [Structure and Program Advisory Committee] the AS Assessment process]?

#	Answer		Response	%
1	Yes		14	82%
2	No		3	18%
3	Other (please explain)		0	0%
	Total		17	100%

Other (please explain)

Statistic	Value
Min Value	1
Max Value	2
Mean	1.18
Variance	0.15
Standard Deviation	0.39
Total Responses	17

4. How would you explain SPAC in terms of its duties and purpose? Please check all that apply.

#	Answer		Response	%
1	evaluate and assess the use of budgets and funds		14	82%
2	plan and coordinate AS events		0	0%
3	review terminology and language to assure it's culturally and socially appropriate		11	65%
4	approve new AS offices on campus		4	24%
5	contribute to clearer goals and mission statements within AS offices		16	94%
6	Other (please explain)		2	12%

Other (please explain)
 Implement any needed changes - additions or reductions in service to access the strengths and challenges of AS programs

Statistic	Value
Min Value	1
Max Value	6
Total Responses	17

5. What do you think is the most beneficial part of the SPAC assessment process in your particular AS office?

Text Response
My office does not go through SPAC. (Board of Directors Office)
Helping us become a "leaner machine" so we can spend student dollars more efficiently and effectively..
Reflection on the effectiveness of the programs is critical and SPAC allows for that reflection.
Organizational self reflection leading to better strategic planning.
The opportunity to apply a critical lens and make changes after examination of what we do/could be doing.
SPAC does not assess the AS Board. It does however do a huge amount of work in order to provide the Board with the best information of AS Programs.
I think looking at what changes should be made for the future was very helpful. Unfortunately I feel like many of the changes didn't end up getting implemented.
Looking into the past challenges of our office and trying to address them to better serve our purpose and goals
Regular review from an outside perspective to ensure that we are satisfying larger goals, and that the mission is still relevant and includes all important aspects
It allows for an outside perspective on how best to serve the students. Change and improvement does not always happen most effectively from within.
Reevaluating our budget priorities to make sure we're making the best use of funds & doing our best to provide quality design to Western students.
Helps offices articulate their mission, vision and goals
To reconfigure who my office can benefit and reach out to, as well as reconfigure the space within my office. SPAC allows my office to make changes to greater benefit the students who need resources the most. SPAC also allows the offices around mine to work together to become a space that students can go to and rely on.

Statistic	Value
Total Responses	13

6. What do you think is the least beneficial part of the SPAC assessment process in your particular AS office?

Text Response
My office does not go through SPAC. (Board of Directors Office)
Where is SPAC? I don't hear anything about it? Is there data collection from AS student staff and students-at-large?
SPAC is a great process for each program but is too narrow in that there is never a look at all of the AS Programs as a whole. Maybe an integrated assessment of why and how programs fit within the broader set of programs would be helpful.
Hardship on staff who are already working at maximum hours to get required duties done.
The time it takes away from day-to-day programming efforts.
Looking back at stuff the office had done the past few years wasn't very helpful. I was hard to get insight into what had gone right/wrong in prior years.
Limitations of what we are able to change and lack of knowledge of procedures
Lack of familiarity, lack of transparency, infrequency
The lack of complete understanding how it applies to the office.
...
With service programming offices it might been seen has less engaging than those that have events. The event offices have measurable student numbers while service offices have assessments that measure the services provided to the University as a whole.
For my particular office, SPAC requires a lot of work and thought, so it impedes event planning and organization within the office.

Statistic	Value
Total Responses	12

7. Do you think the SPAC assessment process plays a beneficial role in the AS office as a whole?

#	Answer	Response	%
1	Yes	14	82%
2	No	0	0%
3	Unsure	3	18%
	Total	17	100%

Statistic	Value
Min Value	1
Max Value	3
Mean	1.35
Variance	0.62
Standard Deviation	0.79
Total Responses	17

8. How would you describe the time frame for the Assessment Office?

#	Answer	Response	%
1	Too Short	1	6%
2	Moderate/Adequate	5	29%
3	Too Long	2	12%
4	Unsure	9	53%
	Total	17	100%

Statistic	Value
Min Value	1
Max Value	4
Mean	3.12
Variance	1.11
Standard Deviation	1.05
Total Responses	17

9. When would be the ideal time to implement changes within your program?

#	Answer	Response	%
1	End Winter Quarter	7	41%
2	Early Spring Quarter	7	41%
3	Mid Spring Quarter	0	0%
4	End Spring Quarter	1	6%
5	Unsure	2	12%
	Total	17	100%

Statistic	Value
Min Value	1
Max Value	5
Mean	2.06
Variance	1.81
Standard Deviation	1.34
Total Responses	17

10. Would you find it useful to have a review of the changes made to your program one year after implementation?

#	Answer		Response	%
1	Yes		15	88%
2	No		1	6%
3	Unsure		1	6%
	Total		17	100%

Statistic	Value
Min Value	1
Max Value	3
Mean	1.18
Variance	0.28
Standard Deviation	0.53
Total Responses	17

11. Please rate your level of agreement with the following statement:

#	Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total Responses	Mean
1	I have felt supported throughout the SPAC assessment process?	0	2	12	2	1	17	3.12

Statistic	I have felt supported throughout the SPAC assessment process?
Min Value	2
Max Value	5
Mean	3.12
Variance	0.49
Standard Deviation	0.70
Total Responses	17

12. Which method of contact works best for you during the assessment process?

#	Answer	Response	%
1	Email	11	65%
2	Phone	0	0%
3	Text message	3	18%
4	In person	1	6%
5	Other	2	12%
	Total	17	100%

Other
 I am not being SPAC'ed, so I don't know.
 Email or in person, equally (hope it doesn't mess up your data).

Statistic	Value
Min Value	1
Max Value	5
Mean	2.00
Variance	2.25
Standard Deviation	1.50
Total Responses	17

13. What would you suggest as areas for potential improvement in the future for SPAC and its assessment process? Please check all that apply.

#	Answer	Response	%
1	meeting times	7	44%
2	amount of required documents	8	50%
3	length of the process	3	19%
4	communication methods	6	38%
5	none	3	19%
6	other	5	31%

other
Not enough information to answer.
I am not informed enough to give a meaningful answer.
SPAC recommendations may not lead to anything if they require additional funding so how to we account for that?
a follow up with previous passed recommendations.
More direct communication (through text), fewer required documents, more consultations with other offices (who may or may not be undergoing SPAC)

Statistic	Value
Min Value	1
Max Value	6
Total Responses	16

14. Anything else?

Text Response
Overall, SPAC is a good idea but tough to execute well. It is good to review and assess programs but when done in isolation and done outside of looking at the broader context of needs, the process becomes a bit flawed. I also struggle with the SPAC recommendations. Who is accountable for them and how should they be held accountable. If they require funding if none is available then what do we do with that information? SPAC may need an overhaul itself?
Thanks.
I think for my office, we require a lot of time and consideration into how we want to use SPAC to change the office. Will it be a radical change? Will it be a minor change? How can we organize ourselves to better cater to students without being able to address where other offices are missing and maybe where we can step in? If SPAC is guaranteed to happen in a given year, perhaps having the previous holders of the office positions give the new employees their opinion on what changes could be made. If there are to be radical changes in space and purpose of an office, there should be a lot more of a discussion with other offices within the AS and outside about the changing office.

Statistic	Value
Total Responses	3