Overview & Response Rate: Provide the methods used to administer the assessment and the timeline. Identify demographics of respondents; include the number mailed or interviewed and the number completed.

The instrument was hand written and given to each client upon exiting the office after the first consultation. Although strict numbers were not kept on the number of surveys that were refused, it is conservatively estimated that 90% of the surveys handed out to first-time users of our services were returned for analysis (roughly 440 first-time users returned 356 surveys).

Distribution: List groups that will receive reports (oral or written) from this assessment. Include timeline for when presented.

The Dean of Students office received our analysis

Summary of Findings: Include executive summary, table and figures, if applicable. What did you learn?

Link to Strategic Plan: List the strategic plan supported by this assessment. Specifically identify the results which relate to strategic initiative(s).

Retaining students to graduation. Question #13 asked “Was this service in allowing you to focus on your academics?” to which 229 out of 356 students who answered this question answered in the affirmative. Casual conversations with students had been revealing to us that students felt an overwhelming reduction in stress and an increased confidence to deal with their legal issues after having consultations with our office. Consequently, question #13 was added to attempt to confirm these anecdotal responses which would be in sync with the division’s strategic plan. Because of our services, 63% of the students who responded were able to have greater focus on their studies which should play a significant role in their obtaining a degree.

Link to Learning Outcomes: List the learning outcome supported by this assessment. Specifically identify the results which provide evidence of learning.
The learning outcome identified by this survey was found in question #8: “Do you think this service may help you to handle similar situations in the future?” Out of the 347 students who answered this question, 99+% responded “Yes.” Since our office does not represent students in court, our primary objective is often to teach students how the court system works so that students can handle matters on their own, or if they need to hire an attorney, what they can do to be a savvy and prudent consumer of legal services. The large percentage of students who answered in the affirmative to question #8 confirms that our objective in teaching student about the legal system (in those particular circumstances) will give them the tools and confidence to handle similar matters on their own in the future.

**Recommendations/Action Plan:** Describe specific actions or programmatic changes you will make resulting from this assessment. Include semester(s) of implementation and proposed follow up assessment.

After the 2007-2008 academic year we continued to request additional assistance in staffing due to an increase in numbers seen in our office and the clear benefit our office was providing to the students of Texas State. Based on research to date, we were prepared to move forward with the question “Did this service help you in deciding to stay at Texas State?” rather than the more general question of whether or not our service allowed them to focus on their academics.

Return completed form to VPSA Office, 980 J.C. Kellam, before the end of the semester in which the assessment was conducted.