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VP for Student Affairs
Assessment & Strategic Planning

Determining Assessment Culture
During the 2013 June Goal Summit, employees in leadership positions within the Division of Student Affairs at Auburn University will indicate their understanding of the current culture of assessment for the Division as a whole in order to provide insight as to where the Division is and where improvement is needed in establishing a culture of evidence.

Assessment Method 1: Culture of Evidence Rubric

Assessment Method Description
A total of twenty Division of Student Affairs’ employees who hold leadership positions, including the Vice President, the two Assistant Vice Presidents, the Directors, and additional staff persons from the departments, participated in assessing the culture of evidence for Auburn University’s Division of Student Affairs at the annual June Goal Summit event using a rubric developed by Spurlock & Johnson, 2012. The event took place on June 4, 2013.

The rubric included a range of assessment cultures from weakest to strongest (“A Culture of Good Intentions,” “A Culture of Justification,” “A Culture of Strategy,” and “A Culture of Evidence”).

The participants measured five criteria using the types of assessment cultures. The five criteria included “Intentionality,” “Perspective,” “Critical Linkages,” “Initiatives and Directions,” and “Planning Processes.”

Click here to view the original rubric.

Participants responded to the rubric using pen and paper. The Director of Assessment & Strategic Planning tallied the responses and calculated the results.

Findings
The findings suggest that of the twenty respondents, the majority understood the culture of evidence for the Auburn University’s Division of Student Affairs to be somewhere between “A Culture of Justification” and “A Culture of Strategy.”

For “Intentionality,” ten individuals indicated the Division was currently in the “Culture of Strategy” phase. When responding on “Perspective,” ten employees found the Division to be in the “Culture of Justification” stage. Eleven respondents understood the Division to be in the “Culture of Strategy” phase in terms of “Critical Linkages.” The findings for “Initiatives and Directions” were tied with nine responses in the “Culture of Justification” phase and nine responses in the “Culture of Strategy” phase. A second tie occurred for “Planning Process” with eight responses landing in the “Culture of Justification” phase and eight responses falling within the “Culture of Strategy” section.

Click here to view the rubric with results.

The findings suggest that the participants perceived the assessment culture for the Division to be weakest in the area of “Perspective”. The majority of the scores for the Perspective area fell within the “Culture of Justification” box on the rubric. This box contained content that read, “After-the-fact, Data is used retroactively as justification for predetermined positions or prior decisions.”

Strengths included the areas of Intentionality “People can describe what they are accomplishing” and Critical Linkages
“Translucent - Assessment understood and shared, but only with allies or key partners. Scope is limited to mid-managers”.

- Culture of Evidence Rubric with Results

### Baseline Project Results (If Applicable)

#### How did you use findings for improvement?

These results helped the Director of Assessment and Strategic Planning tailor all future assessment and strategic planning trainings and initiatives to meet the needs of the Division of Student Affairs. The content within the rubric for each criterion under the “Culture of Evidence” section provides specific aims for which the Division is striving to reach. Indicated in the table below are the Culture of Evidence criteria.

<table>
<thead>
<tr>
<th>Perspective</th>
<th>Real Time / Continuous.</th>
<th>Data is collected and regularly used to inform processes. Data helps us close the loop on improvement processes and educational outcomes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Linkages</td>
<td>Clear / Transparent.</td>
<td>Outsiders can see and understand contributions to student and institutional success. Assessment is shared with all stakeholders.</td>
</tr>
<tr>
<td>Initiatives and Directions</td>
<td>All stakeholders own assessment. Success is operationalized, concretely described, and evaluated based on evidence.</td>
<td></td>
</tr>
<tr>
<td>Planning Processes</td>
<td>Ongoing, strategic and clearly linked to past and future. Triangulation of findings through multiple/established assessments. Data incorporated into continuous strategic thinking.</td>
<td></td>
</tr>
</tbody>
</table>

The results of the assessment helped to drive the following decisions.

The implementation and utilization of assessment software products such as Campus Labs’ Baseline, Collegiate Link, and Compliance Assist occurred in an effort to help meet the “Culture of Evidence” “Perspective” criterion. That criterion reads as “Real Time/Continuous - Data is collected and is regularly used to inform processes. Data helps us close the loop on improvement processes and educational outcomes”. These routine use of these software products have and will help improve the Division’s weakest area, as suggested in the findings, for transitioning from collecting data after-the-fact to continuously collecting data in real-time.

The Division’s 2013-2018 strategic plan will support the university’s strategic plan priorities in an effort to meet the “Critical Linkages” criterion in the “Culture of Evidence” section.

All year one 2013-2018 strategic plan outcomes are currently being drafted by staff members in each department as measureable statements that are tied to the Division’s strategic objectives and goals in an effort to meet the “Planning Process” criterion and the “Initiatives and Directions” criterion under the “Culture of Evidence” column in the rubric.

The rubric will be administered again to this group of professionals in the future to measure improvement and progress.

### Additional Comments

Abby Langham, Ph.D. joined the Division of Student Affairs as the Director of Assessment & Strategic Planning in February of 2013. Dr. Langham assumed her newly created position to assist the Division’s staff members in assessing co-curricular student learning and program outcomes and to help the Division set and achieve goals. In this role, she leads the Division in all assessment and strategic planning efforts. Her work involves helping the Division of Student Affairs build a robust culture of evidence in order to demonstrate the impact of its programs and services and to determine how to best serve Auburn’s students.
Determining Divisional Values
Using the Auburn Creed as a guiding framework when participating in assessments related to values, staff members in the Division of Student Affairs will determine a set of Division-wide core values.

Assessment Method 1: Values Focus Groups
Assessment Method Description
Three values conversation sessions were held in June 2013 to provide all 105 Division of Student Affairs’ staff members a chance to participate in a discussion about defining what the values stated in the Auburn Creed mean to the Division of Student Affairs in terms of its own core values.

The session facilitator typed the participants’ responses into Microsoft PowerPoint slides during the conversations and projected them on a screen for all in attendance to see. A total of 24 people attended the sessions (excluding the facilitator). Results from the three sessions were copied/pasted into one Microsoft Word document for each value.

The results were then analyzed using NVivo qualitative analysis software. A word frequency query was conducted using the Microsoft Word document conversation results for each main value derived from the Auburn Creed that were identified during the 3 values sessions. From the word frequency query, tag clouds were used to identify the most commonly used describing words for each value.

Click here for the Values Focus Group PowerPoint used as a moderator’s guide.
- PowerPoint Moderator’s Guide

Findings
This assessment resulted in a set of words from which the Division could narrow to determine its own core values using each component of the Auburn Creed as a guide.
Click here for the tag cloud for the value of Hard work.

Click here for the tag cloud for the value of Education.

Click here for the tag cloud for the value of Honesty and Truthfulness.

Click here for the tag cloud for the value of Sound Mind, Body, and Spirit.

Click here for the tag cloud for the value of Obedience to Law.

Click here for the tag cloud for the value of Human Touch.

Click here for the tag cloud for the value of Country.

Click here for the tag cloud for the value of Auburn.

Baseline Project Results (If Applicable)

How did you use findings for improvement?
The words that were mentioned by the Division of Student Affairs’ staff members most often for each Auburn Creed value statement were compiled into a survey from which to further hone in on core values for the Division.

Additional Comments

Assessment Method 2: Values Survey

Assessment Method Description
The top 10 words most frequently listed for each value during the focus groups were included in a survey from which participants were to identify their top 5 values from each 'top ten' value list. The entire Division received the survey on June 27, 2013 and all 105 staff members had an opportunity to respond. One reminder to participate in the survey on values was sent on July 1, 2013. At the close of the survey on July 5, 2013, a total of 58 Division of Student Affairs staff members had responded to the survey resulting in a 55.24% response rate.

The survey was administered through email using Campus Labs’ Baseline assessment software.

Click here for to access a copy of the Values Survey.

The items within this survey were derived from three conversation sessions about determining the Division of Student Affairs’ (DoSA) values. The sessions were held on June 13, 17, and 19, 2013 and were open to the entire Division. The conversations were focused on the following values that are expressed in the Auburn Creed.

I believe that this is a practical world and that I can count only on what I earn. Therefore, I believe in work, hard work.

I believe in education, which gives me the knowledge to work wisely and trains my mind and my hands to work skillfully.
I believe in honesty and truthfulness, without which I cannot win the respect and confidence of my fellow men.

I believe in a sound mind, in a sound body and a spirit that is not afraid, and in clean sports that develop these qualities.

I believe in obedience to law because it protects the rights of all.

I believe in the human touch, which cultivates sympathy with my fellow men and mutual helpfulness and brings happiness for all.

I believe in my Country, because it is a land of freedom and because it is my own home, and that I can best serve that country by "doing justly, loving mercy, and walking humbly with my God."

And because Auburn men and women believe in these things, I believe in Auburn and love it.

-George Petrie (1945)

• Values Survey

Findings
Click here to access the survey results.

The final top five descriptions of each key value were included in the DoSA’s 2013-2018 strategic plan. The values will serve as a guide and foundation for the Division’s work in the future.

The findings of the survey suggest that the Division of Student Affairs values the following when using the Auburn Creed as a guide.

Division of Student Affairs Values
Hard Work Commitment, Responsibility, Dedication, Perseverance, Helping Students Succeed

Education Personal and Professional Development, Continuous Improvement, Knowledge, Developing Skills, Growth

Honesty and Truthfulness Integrity, Mutual Respect, Transparency, Morals, Openness

Sound Mind, Body, and Spirit Balance, Self-Awareness, Health and Wellness, Holistic, Care

Obedience to Law Respect, Equality, Rights of all, Safe Environment, Inclusion

Human Touch Compassion, Empathy, Service, Understanding, Caring

Service Pride, Appreciation, Freedom, Acceptance, Civic Engagement

Auburn Community, Family, Tradition, Pride, Excellence, Connection

• Values Survey Results

Baseline Project Results (If Applicable)
How did you use findings for improvement?
The Division will pursue its vision and mission by upholding the following values identified in this assessment when accomplishing its strategic goals, objectives, and outcomes. The final top five descriptions of each key value expressed in the Auburn Creed will be included in the DoSA’s 2013-2018 strategic plan. The values will serve as a guide and foundation for the Division's work in the future. Values will be shared with the Division and staff members will be reminded of the values when making decisions.

Additional Comments
Assessment Method 3:
Assessment Method Description
Findings
Baseline Project Results (If Applicable)
How did you use findings for improvement?
Additional Comments
Assessment Method 4:
Assessment Method(s) Description
Findings
Baseline Project Results (If Applicable)
How did you use findings for improvement?
Additional Comments
AVP - Engagement

Greek Life

Camp War Eagle Education

Parents and students who attend the Panhellenic Camp War Eagle presentation presented by the Office of Greek Life will receive relevant information that answers the questions they have about recruitment.

Assessment Method 1: Immediate Surveys

Assessment Method Description
At each of the ten Camp War Eagle sessions between May and July of 2013, the Panhellenic Council presents three times to parents and twice to students. The same PowerPoint is used for all presentations at each session. At the beginning of each presentation, all attendees are given a paper survey, which is collected at the end of the presentation. The survey contained questions with a 1-5 likert scale (one as the least and five as the most) and a few open-ended questions. Surveys were completed at the end of the presentation and handed in by those who wished to submit one. There were 313 parent responses and 488 student responses. Results were analyzed at each session by finding the mean numerical response for each item as well as reading the qualitative statements and looking for themes.

• 📜2013 Camp War Eagle surveys

Findings
One of the items with a likert scale response was "The information was relevant and answered questions I had about recruitment." In summer 2013, the average rating was 4.7179 out of five for students and 4.6941 out of five for parents. For student sessions, the highest rating was session one, which scored a 4.800 and the lowest score was session 6, which scored a 4.611. For parent sessions, the highest rating was session one, which scored a 4.89 and the lowest score was session 4, which scored a 4.42. Session one was presented solely by the director, who has given each presentation over 100 times. Subsequent presentations were given by a team of students. The open ended questions mostly revealed that parents felt like their session was rushed. Parent sessions are allotted 25 minutes each, while student sessions are 45 minutes long. Time allocation is not controlled by the Office of Greek Life. The qualitative responses showed that they enjoyed hearing the statistics offered in the presentation, such as placement percentages.

• 📜2013 Camp War Eagle Summary Report

Baseline Project Results (If Applicable)

How did you use findings for improvement?
Since there are ten sessions, surveys were reviewed after each session. The results from the open ended questions on the survey allowed us to see what information should be added to the PowerPoint for the next session. It also allowed people to submit individual questions with contact information so that we could respond at a later time. We followed up with these people by email or phone when contact information was provided. Since we do not use the same presenter every time, responses from individual sessions allowed the presenters to gauge their individual performance and let them know how to improve, such as which topics might need more coverage and which pieces of information were not viewed as helpful. At the end of the year, the aggregate data is reviewed so that the session can be updated for the following summer. The Panhellenic information is what is included in this report, but this process is used by all three Greek councils (Interfraternity Council, National Pan-Hellenic Council, and Panhellenic Council) for improving their Camp War Eagle sessions.

Additional Comments

Assessment Method 2:

Assessment Method Description

Findings

Baseline Project Results (If Applicable)

How did you use findings for improvement?

Additional Comments

Assessment Method 3:

Assessment Method Description
Findings

Baseline Project Results (If Applicable)

How did you use findings for improvement?

Additional Comments

Assessment Method 4:

Assessment Method(s) Description

Findings

Baseline Project Results (If Applicable)

How did you use findings for improvement?

Additional Comments

Chapter President Personal Growth

Women who serve as chapter presidents within Auburn University's National Panhellenic Council, housed within the Office of Greek Life, will be able to articulate the personal growth they experienced by serving as a chapter president.

Assessment Method 1: Focus Group

Assessment Method Description

Each of the seventeen Chapter Presidents met with the Panhellenic Council President to discuss their term in office. This occurred in December of 2012. All seventeen chapter presidents participated. Notes were recorded on paper for the topics covered at the meeting. Presidents were asked what skills they had developed and what they had learned that they would share as advice with subsequent presidents.

Findings

All seventeen presidents said they did grow because of serving as their Chapter President. Some common themes expressed were: Confidence, communication, organizational skills, conflict management, and the ability to separate personal likes from responsibilities to the group. Themes were identified by looking at the written information and counting which skills were mentioned the most.

Baseline Project Results (If Applicable)

How did you use findings for improvement?

The women were directly asked what advice they would give to the new chapter presidents and what they now know but wish they had known at the beginning of their terms. This information was compiled and shared with the new group of chapter presidents as they were incoming. Greek Life staff also looked at the common themes to look for other areas we might try to develop in future groups of students.

Additional Comments

Assessment Method 2:

Assessment Method Description

Findings

Baseline Project Results (If Applicable)

How did you use findings for improvement?

Additional Comments

Assessment Method 3:

Assessment Method Description

Findings

Baseline Project Results (If Applicable)
How did you use findings for improvement?

Additional Comments

Assessment Method 4:
Assessment Method(s) Description

Findings

Baseline Project Results (If Applicable)

How did you use findings for improvement?

Additional Comments

**Greek Grade Point Average Comparison**

The Office of Greek Life will analyze the all-Greek undergraduate grade point average and will find that the all-Greek grade point average exceeds the all-undergraduate grade point average for the fall semester of 2012 and the spring semester of 2013.

**Assessment Method 1:** Greek Grade Report

**Assessment Method Description**

The all-undergraduate grade point average is provided to the Office of Greek Life by the Office of Institutional Research. The chapter averages and the all-Greek averages are found on the Greek Life grade report produced each fall and spring with information from the Office of Institutional research. The Office of Greek Life analyzes the reports to determine the chapter grade point averages, the grade point averages of each Greek council, and the all-Greek grade point average. Those results are compared to the all-men’s, all women’s, and all-undergraduate grade point averages.

**Findings**

In fall of 2012, the all-Greek GPA (3.0726) was higher than the all-undergraduate average (2.9800). In addition, the sorority average (3.2423) was higher than the all-undergraduate women’s average (3.1000) and the fraternity average (2.8493) was higher than the all-undergraduate men’s average (2.8300).

In spring of 2013, the all-Greek GPA (3.1086) was higher than the all-undergraduate average (3.000). In addition, the sorority average (3.2496) was higher than the all-undergraduate women’s average (2.1400) and the fraternity average (2.8987) was higher than the all-undergraduate men’s average (2.8500).

- [2013 Greek Grade Report](#)

**Baseline Project Results (If Applicable)**

**How did you use findings for improvement?**

While the outcome was met, the academic report was used to determine areas for improvement for chapters and their members. Copies of the list of chapter and council averages were shared with chapter officers and advisors. Each chapter also received a list of their members and their individual grade point averages (releases were signed by each student). Office of Greek Life staff met with consultants from each chapter and discussed academic performance and chapters worked with individuals needing extra help. The National Pan-Hellenic Council has tied chapter academics to many of the rewards the Council can offer. The Panhellenic Council has a Director of Scholarship, who meets with each chapter scholarship chair to review the report and discuss ideas for improvement. The Interfraternity Council has developed a "red light," "yellow light," "green light" list of fraternities based on academics and compiled a list of best practices from those chapters that are on "green light" status.

**Additional Comments**

**Assessment Method 2:**

**Assessment Method Description**

**Findings**

**Baseline Project Results (If Applicable)**
How did you use findings for improvement?
Additional Comments
Assessment Method 3:
Assessment Method Description
Findings
Baseline Project Results (If Applicable)
How did you use findings for improvement?
Additional Comments
Assessment Method 4:
Assessment Method(s) Description
Findings
Baseline Project Results (If Applicable)
How did you use findings for improvement?
Additional Comments
Residence Life

**Improving student conduct in residence halls**

By analyzing a summary of incident reports submitted by hall staff during the 2012-13 academic year, Residence Life staff will identify strategies for improving resident compliance with residence hall rules.

**Assessment Method 1: Summary report of incidents**

**Assessment Method Description**

A summary report of 815 incident reports submitted to Residence Life during the 2012-13 academic year was compiled in August 2013. The report included the number of incidents by area and hall, the types of violations reported, and occurrence time, date and month.

- **Summary of 2012-14 Incident Reports**

**Findings**

There were four primary finding in this report.

1. Incident reports of suspected or observed violations of residence hall rules and/or Auburn's code of conduct were most frequently reported in the Hill area (41%), followed by the Village (36%) and Quad area (23%) respectively.

2. The most frequently cited violation types were fire safety (22%), alcohol (18%), and visitation (17%) (see table below).

3. There was little variation in the number of incident reports based on the day of the week. The least number of incidents were reported on Mondays (12%) and the most were reported on Thursdays (18%).

4. Most incident reports occurred between the hours of 9 am and 2 am when staff typically walk around the halls as part of their duty responsibilities.

**Opportunity**

To develop education for residents around most frequent policy violations: fire safety, alcohol, and visitation.

**Baseline Project Results (If Applicable)**

**How did you use findings for improvement?**

Upon review of this information, Residence Life staff identified and will implement the following strategies during the 2013-14 academic year:

1. Review and update the *Guide for Residential Living* and post the new Guide on the department website before students are required to submit housing requests for the 2014-15 academic year.

2. Increase resident education on Auburn’s fire safety, alcohol, and visitation policies through RA meetings with residents. For example:

   1. Residence Life staff, in collaboration with the Camp War Eagle summer new student orientation program will participate in Camp War Eagle for the first time in many years. Since about 60% of on-campus residents are
freshmen this early outreach to residents and non-residents alike will familiarize all incoming students with Residence Life policies and procedures.

2. Residence Life will collaborate with AU's Risk Management and Life Safety department to develop preventative safety educational programs for residents and to develop fire safety education programs for students found responsible for fire safety violations. This program will be implemented during the 2014-15 academic year.

3) Develop a new duty protocol for the 2014-15 academic year to enable staff to be more proactive in confronting policy violations.

The results of these strategies will be not known until the end of the 2014-15 academic year. Residence Life staff will continue to pilot additional intervention and educational strategies with short-term focus as well and collect formative evaluation data for each initiative.

Additional Comments
Assessment Method 2:
Assessment Method Description
Findings
Baseline Project Results (If Applicable)
How did you use findings for improvement?
Additional Comments
Assessment Method 3:
Assessment Method Description
Findings
Baseline Project Results (If Applicable)
How did you use findings for improvement?
Additional Comments
Assessment Method 4:
Assessment Method(s) Description
Findings
Baseline Project Results (If Applicable)
How did you use findings for improvement?
Additional Comments

On-campus housing and students' learning experience
After living on campus for at least 7 weeks, residents who complete the 2012 EBI (Educational Benchmarking Institute) Resident Assessment will indicate that living in Auburn's residence halls enhanced their learning experience.

Assessment Method 1: 2012 EBI Resident Assessment
Assessment Method Description
In October 2012, an email with a survey link to the 2012-13 EBI Resident Assessment was sent to all undergraduate students living in on-campus residence halls (n=3,874). The response rate was 34.6% (n=1,341).

The EBI Resident Assessment was developed in partnership with the Association of College and University Housing
Officers International (ACUHO-I), the premier association for Housing and Residence life professionals. EBI’s assessment is rooted in educational theory and research, utilizes rigorous statistical methods, and is closed aligned with ACUHO-I Professional Standards. Key features of the Resident Assessment are longitudinal benchmarking (this was the third time in 8 years that Auburn has administered the assessment) and comparison benchmarking between Auburn and other universities and colleges participating in the assessment.

- 2012 EBI Resident Assessment Survey

**Findings**

Less than two-thirds of respondents (64.2%) to the 2012 EBI Resident Assessment agreed that living in on-campus housing enhanced their learning experience (question 99). There were no statistically significant differences to student responses related to gender, race/ethnicity, or class standing, however, respondents who participated in hall programs “sometimes” or “often” indicated higher satisfaction with their learning experience (75.2%) compared to those who “rarely” or “never” participated (68.7%).

When comparing responses to question 99 (living on campus enhanced my learning experience) with students in special interest housing there appeared to be little difference among residents living in housing for honors college students, learning community participants or traditional residence halls. For example in the chart above, the halls highlighted in red house honors students and the halls in blue are traditional residence halls with similar variation in residents’ perceptions that living on campus enhanced their learning experience. Similarly, students living in Talon Hall (labeled green in the chart above) with other learning community members did not report that living on campus enhanced their learning experience any more than students in residence halls with no special focus.

**Strengths**

Auburn has a thriving Honors College program, Learning Communities, and a Faculty in Residence Program (i.e., 3 faculty currently living campus housing).

**Weaknesses**

Many of the buildings with lowest satisfaction with student learning also have the fewest amenities and resources to support student learning (i.e., study lounges with few furnishings, no faculty-in-residence, no classroom space in the building). Residential Life will continue to work with the housing and property management offices to develop
adequate spaces to support student learning.

Opportunity

Residential Life can collaborate with each program to strengthen linkages to the Honors College program and Learning Communities, and enhance the Faculty in Residence Program in the halls.

Baseline Project Results (If Applicable)

How did you use findings for improvement?
Under new leadership in fall 2013, Residence Life is using these findings to make improvements in the following areas.

Residence Life staff members are forging and strengthening relationships with Auburn staff responsible for Honor’s College and learning community housing as well as our small Faculty-in-Residence programs.

Residence Life is collaborating with the Writing Center to promote use of the writing centers located near various residence halls.

Residence Life will collaborate with Camp War Eagle staff to participate in the annual new student summer orientation programs so that new students learn about the academic resources available to them.

Additional Comments

Assessment Method 2:

Assessment Method Description

Findings

Baseline Project Results (If Applicable)

How did you use findings for improvement?

Additional Comments

Assessment Method 3:

Assessment Method Description

Findings

Baseline Project Results (If Applicable)

How did you use findings for improvement?

Additional Comments

Assessment Method 4:

Assessment Method(s) Description

Findings

Baseline Project Results (If Applicable)

How did you use findings for improvement?

Additional Comments

Expected Outcome

Resident satisfaction and Auburn’s residence halls

After living in Auburn's residence halls for at least 7 weeks, residents will report their overall satisfaction with their
on-campus living experience. EBI researchers describe overall satisfaction as a balance between customer satisfaction and student learning.

**Assessment Method 1: 2012 EBI Resident Assessment**

**Assessment Method Description**
In October 2012, an email link to the EBI Resident Assessment was sent to all undergraduate students living in on-campus residence halls (n = 3,874). The response rate was 34.6% with 1,341 students completing the assessment.

The EBI Resident Assessment was developed in partnership with the Association of College and University Housing Officers International (ACUHO-I), the premier association for Housing and Residence life professionals. EBI’s assessment is rooted in educational theory and research, utilizes rigorous statistical methods, and is closely aligned with ACUHO-I Professional Standards. Key features of the Resident Assessment are longitudinal benchmarking (this was the third time in 8 years that Auburn has administered the assessment) and comparison benchmarking between Auburn and other universities and colleges participating in the assessment.

- **2012 EBI Resident Assessment Survey**

**Findings**
Respondents to the 2012 EBI Resident Assessment indicated low satisfaction with their overall experience living on-campus—described by EBI researchers as a balance between customer satisfaction and student learning—with only 68.2% of residents indicating satisfaction with Auburn’s services, programming, and facilities.

**Strengths**
Respondents were most satisfied with the safety and security of the residence halls (86.3%, n=1147) and the hall student staff (82%, n=1101), however, these factors are considered “low impact” factors by EBI researchers.

**Weaknesses**
Auburn scored low in four “high impact” areas of student satisfaction: dining services (65.3% satisfied), room/floor environment (74.3% satisfied), hall programming (72.5% satisfied), and facilities (73.8% satisfied).
Opportunities

An analysis of Auburn's 2012 EBI data suggested a need for improvement of educational opportunities for residents in three "high impact" areas: Personal Interactions (71.0%), Manage Time, Study, and Solve Problems (64.7%), and Personal Growth (66.8%). These are growth areas that Residence Life staff can address through its social and educational programming.

Baseline Project Results (If Applicable)

How did you use findings for improvement?

The findings related to areas within the sphere of influence of Residence Life staff (i.e., satisfaction with hall staff, room/floor environment, and hall programming) were discussed at staff meetings to determine appropriate actions needed to improve resident satisfaction. The review resulted in modifications to the department's 2013-14 programming model and program requirements for staff members. For example, during the first full month of the 2013-14 academic year, every RA was expected to host a program related to academic success such as time management.
management, study tips, academic resources, and study sessions.

Additionally, the findings were shared with key stakeholders including Auxiliary Services departments responsible for housing, dining services, and property management. The housing office and property management office also have online access to the data collected. The survey results will be revisited throughout the 2013-14 academic year at meetings between housing and residence life staff.

While plans for facility renovations for the oldest residential buildings (known as the Hill) were put on hold during the construction of a new facility, South Donahue, Residence Life staff have used the findings of the 2012 EBI to advocate for the urgent need to begin the renovations. For example, respondents living in the Hill were least satisfied with their overall experience (64.2% satisfied) when compared to students living in the recently renovated Quad (78% satisfied) or 5-year old Village area (80.3% satisfied).

In September 2013, in collaboration with new leadership in the dining services department, Residence Life began facilitating monthly meetings of a "RA Dining Council" as a means of gathering student feedback regarding their services and programs. Additionally, the verbatim responses to open-end questions about campus dining were sent as an email attachment to the director of campus dining.

This assessment is highly valuable for department planning and inclusion in staff training. The EBI Resident Assessment will continue to be administered on an annual basis, given that 60 percent of students living in the residence halls are new each year.
**Student Center**

**Expected Outcome**

**Optimize the Placement and Scheduling of Staff**

Student Center Operations will optimize the level of staff needed to manage the daily operation of the Student Center.

**Assessment Method 1:** Tracking Student Center visitors.

**Assessment Method Description**

Student Center Operations will compare daily and monthly head count totals of the Student Center visitor traffic as collected by its Object Video "people counting" System. Student Center Operations will analyze gathered data for comparisons. The emphasis of comparisons will consist of the analysis of daily, monthly, and major event traffic. Count data is logged in days and totals were calculated by month. The Object Video System is a software program that is intertwined with the Student Center video security system. Through visual capture the Object Video System is able to provide accurate head count totals of visitors entering the building.

**Findings**

The data gathered allowed the Student Center Operations Department to identify peak periods of traffic in the Student Center during the calendar year. As shown in the graph below, the months with the highest traffic were September, October, and February. Our lowest traffic periods were December and May indicating direct correlation with the end of semester break times.

* Graph indicates daily compulation of totals. Analysis was performed on a daily basis.

**Baseline Project Results (If Applicable)**

**How did you use findings for improvement?**

Student Center Operations identified the need to modify the employee work schedule to meet the various demands of the facility. This was accomplished by establishing a staggered employee work schedule to staff the building during peak months.

**Additional Comments**

**Assessment Method 2:**

**Assessment Method Description**

**Findings**

**Baseline Project Results (If Applicable)**

**How did you use findings for improvement?**

**Additional Comments**
Assessment Method 3:
Assessment Method Description
Findings
Baseline Project Results (If Applicable)
How did you use findings for improvement?
Additional Comments
Assessment Method 4:
Assessment Method(s) Description
Findings
Baseline Project Results (If Applicable)
How did you use findings for improvement?
Additional Comments

Student Center Reservations Survey
Student Center Operations will see that clients will be satisfied with their experiences of reserving and utilizing spaces in the Student Center.

Assessment Method 1: Reservations Survey

Assessment Method Description
Of the 7,267 bookings in the Student Center from January 2011 to April 2013, 674 clients were emailed a survey, of those, 191 clients responded to a survey about their satisfaction with their reservations experience, a 28% response rate.

The survey was administered online via email. Questions included:

1. What type of client are you?
   - Student Organization
   - University Department
   - External Group

2. Date of your Event?

3. Reservations Office
   - Courteous and Friendly
   - Anticipated Your Needs
   - Helpful in Resolving Problems

4. Meeting Facilities
   - Overall Appearance
   - Staff Responsiveness to Requests
   - Condition of Equipment
   - Audiovisual Service
- Staff's Hospitality
- Value for the Money

5. Food Service
- Quality of Food
- Presentation of Food Service
- Promptness of Service
- Staff's Hospitality
- Value for the Money

6. Overall experience?

7. Would you use the Auburn University Student Center for future events?

8. Would you recommend the Auburn University Student Center to others?

A Likert scale ranging from poor as the least and excellent as the most was utilized. Results were entered in Survey Monkey and analyzed by the Operations Department.

Findings
The findings suggest that the highest levels of satisfaction were with the clients' intent to use the Student Center for future events, 99% of our clients would return to use the Student Center again.

The lowest levels of satisfaction were in the following area: Reservations Office, Anticipated Your Needs 4.37 out of 5; Meeting Facilities, Audiovisual Service 4.36 out of 5; Food Services, Value for the Money at 3.67 out of 5.

Baseline Project Results (If Applicable)
How did you use findings for improvement?

Reservations Office:
Use of AU Involve for Student Groups to reserve areas for the concourse. Student groups are able to work more closely with the Office for Student Organizations when planning events.
Use of the Campus Event Planning system for larger events (i.e. events in the ballroom, Green Space, Cater Lawn). Events going through the Campus Event system are able to work with a wide range of departments on campus to plan their event.
Rooms are checked ahead of time and contact is made when the client arrives to ensure customers have all of their needs met.

Meeting Facilities:
Installed a pager system which allowed staff to reach the AV Tech assistants immediately when needed.

Additional Comments
Assessment Method 2:
Assessment Method Description
Findings
Baseline Project Results (If Applicable)
How did you use findings for improvement?
Additional Comments
Assessment Method 3:
Assessment Method Description
Findings
Baseline Project Results (If Applicable)
How did you use findings for improvement?
Additional Comments
Assessment Method 4:
Assessment Method(s) Description
Findings
Baseline Project Results (If Applicable)
How did you use findings for improvement?
Additional Comments
Critical Incident Response Team Utilization - Fall 2012

As a result of collecting utilization and activity information for its Critical Incident Response Team, the Office of Student Conduct will be able to improve its preparedness for responding to students' critical incidents.

Assessment Method 1: Quantitative Methods: Tracking of CIRT Usage

Assessment Method Description
Data was collected to determine the utilization and activity of the Division of Student Affairs (DoSA) Critical Incident Response Team (CIRT) for the fall 2012.

A quantitative method was utilized to complete the assessment. A critical incident is defined as an event which causes severe emotional stress and/or threatens a student’s continued enrollment. These include: serious injury, serious illness, family crisis/emergency, victim of crime (e.g., sexual assault, robbery), and death. Student related critical incident data were entered into an Excel file by the Coordinator for Student Advocacy & Case Management of the DoSA CIRT. The incidents were reported to the Coordinator by the on-call staff members via email, phone call, or other reporting method. The emergency phone was managed 24 hours a day for each week of the 2012 fall term by seven (N=7) professional staff members from the DoSA. Counts and percentages of calls and emails by time, month, and type of incident were recorded in Excel. The Coordinator of the DoSA CIRT retrieved the applicable data from the Excel database.

Findings
Two hundred five (N=205) critical incidents were managed and/or resolved by the DoSA CIRT from August 16, 2012 – January 8, 2013. The team received fifty-one (N=51) calls or emails between the hours of 4:45 PM- 7:45 AM. A total of 48 calls were received by the CIRT that related to student medical issues that did not require emergency medical service transportation to the hospital, which resulted in 24% of the total calls received. The team also received thirty-four (N=34) calls related to the emergency medical transport of students to the hospital, which comprised 17% of the calls. Additionally, thirty-one (N=31) calls related to concerns regarding a student’s mental health, which resulted in 15% of the calls. The DoSA CIRT managed six (N=6) student deaths during the fall 2012 semester. The CIRT experienced a 62% increase in the number of incidents managed during the fall 2012 semester (N=205) compared to the fall 2011 semester (N=128). Below is a monthly breakdown of the reported critical incidents:

<table>
<thead>
<tr>
<th>Month</th>
<th># of Critical Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 16th-31st</td>
<td>32</td>
</tr>
<tr>
<td>September</td>
<td>54</td>
</tr>
<tr>
<td>October</td>
<td>65</td>
</tr>
<tr>
<td>November</td>
<td>37</td>
</tr>
<tr>
<td>December</td>
<td>10</td>
</tr>
<tr>
<td>Jan 1st-8th</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>205</td>
</tr>
</tbody>
</table>

Baseline Project Results (If Applicable)

How did you use findings for improvement?
The data collected from this assessment will be used to assist the CIRT with better preparation and response to student critical incidents and emergencies in the future. The CIRT team was re-structured over the summer 2012 to incorporate new members who have a direct involvement with students. All CIRT members completed training on critical incident response procedures and protocol on August 24, 2012.

Additional Comments

Assessment Method 2:

Assessment Method Description

Findings

Baseline Project Results (If Applicable)

How did you use findings for improvement?

Additional Comments

Assessment Method 3:

Assessment Method Description

Findings
Baseline Project Results (If Applicable)

How did you use findings for improvement?

Additional Comments

Assessment Method 4:

Assessment Method(s) Description

Findings

Baseline Project Results (If Applicable)

How did you use findings for improvement?

Additional Comments

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Critical Incident Response Team Utilization - Spring 2013

As a result of collecting utilization and activity information for its Critical Incident Response Team, the Office of Student Conduct will be able to improve its preparedness for responding to students’ critical incidents.

Assessment Method 1: Quantitative Method: Tracking of CIRT Usage

Assessment Method Description

Data was collected to determine the utilization and activity of the Division of Student Affairs (DoSA) Critical Incident Response Team (CIRT) for the spring 2013. A quantitative method was utilized to complete the assessment. A critical incident is defined as an event which causes severe emotional stress and/or threatens a student’s continued enrollment. These include: serious injury, serious illness, family crisis/emergency, victim of crime (e.g., sexual assault, robbery), and death. Student related critical incident data were entered into an Excel file by the Coordinator of Student Advocacy & Case Management of the DoSA CIRT. The incidents were reported to the Coordinator by the on-call staff members via email, phone call, or other reporting method. The emergency phone was managed 24 hours a day for each week of the 2013 spring term by six (N=6) professional staff members from the DoSA. Counts and percentages of calls and emails by time, month, and type of incident were recorded in Excel. The Coordinator of the DoSA CIRT retrieved the applicable data from the Excel database.

Findings

One hundred sixty-one (N=161) critical incidents were managed and/or resolved by the DoSA CIRT from January 9, 2013 – May 15, 2013. The CIRT experienced an 8% increase in the number of incidents managed during the spring 2013 semester (N=161) compared to the spring 2012 semester (N=149). Below is a monthly breakdown of the reported critical incidents.

<table>
<thead>
<tr>
<th>Month</th>
<th># of Critical Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan-31st</td>
<td>36</td>
</tr>
<tr>
<td>February</td>
<td>44</td>
</tr>
<tr>
<td>March</td>
<td>29</td>
</tr>
<tr>
<td>April</td>
<td>44</td>
</tr>
<tr>
<td>Apr 1st-15th</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>161</td>
</tr>
</tbody>
</table>

Baseline Project Results (If Applicable)

How did you use findings for improvement?

The data collected from this assessment will be used to assist the CIRT with better preparation and response to student critical incidents and emergencies in the future. The data is utilized to identify periods of increased activity so that the on-call phone can be staffed by more experienced team members during these times. Beginning in the fall 2012 semester, the Coordinator for Student Advocacy & Case Management began collecting the Banner ID number for all students reported to the CIRT. This information will be used to track the retention rates of students who are impacted by critical incidents and emergencies and receive case management services. Beginning in the spring 2013 semester, the Coordinator began tracking the method in which reports were made to the CIRT and/or
Critical Incident Response Team Utilization - Summer 2013

As a result of collecting utilization and activity information for its Critical Incident Response Team, the Office of Student Conduct will be able to improve its preparedness for responding to students’ critical incidents.

Assessment Method 1: Quantitative Method

Assessment Method Description

Data was collected to determine the utilization and activity of the Division of Student Affairs (DoSA) Critical Incident Response Team (CIRT) for the summer 2013. A quantitative method was utilized to complete the assessment. A critical incident is defined as an event which causes severe emotional stress and/or threatens a student’s continued enrollment. These include: serious injury, serious illness, family crisis/emergency, victim of crime (e.g., sexual assault, robbery), and death. Student related critical incident data were entered into an Excel file by the Coordinator for Student Advocacy & Case Management of the DoSA CIRT. The incidents were reported to the Coordinator by the on-call staff members via email, phone call, or other reporting method. The emergency phone was managed 24 hours a day for each week of the 2013 summer term by six (N=6) professional staff members from the DoSA. Counts and percentages of calls and emails by time, month, and type of incident were recorded in Excel. The Coordinator of the DoSA CIRT retrieved the applicable data from the Excel database.

Findings

Sixty-nine (N=69) critical incidents were managed and/or resolved by the DoSA CIRT from May 16, 2013 – August 20, 2013. The CIRT experienced a 65% increase in the number of incidents managed during the summer 2013 semester (N=69) compared to the summer 2012 semester (N=45). Below is a monthly breakdown of the reported critical incidents.
Baseline Project Results (If Applicable)

How did you use findings for improvement?
The data collected from this assessment will be used to assist the CIRT with better preparation and response to student critical incidents and emergencies in the future. The data is utilized to identify periods of increased activity so that the on-call phone can be staffed by more experienced team members during these times. All CIRT members completed training on sexual assault reporting procedures and case reviews on July 24, 2013. The purpose of this training was to ensure that all sexual assault/stalking cases are reported in compliance with the Campus SaVE Act.

Additional Comments

Assessment Method 2:
Assessment Method Description
Findings

Baseline Project Results (If Applicable)

How did you use findings for improvement?
The data collected from this assessment will be used to assist the CIRT with better preparation and response to student critical incidents and emergencies in the future. The data is utilized to identify periods of increased activity so that the on-call phone can be staffed by more experienced team members during these times. All CIRT members completed training on sexual assault reporting procedures and case reviews on July 24, 2013. The purpose of this training was to ensure that all sexual assault/stalking cases are reported in compliance with the Campus SaVE Act.

Additional Comments

Assessment Method 3:
Assessment Method Description
Findings

Baseline Project Results (If Applicable)

How did you use findings for improvement?
The data collected from this assessment will be used to assist the CIRT with better preparation and response to student critical incidents and emergencies in the future. The data is utilized to identify periods of increased activity so that the on-call phone can be staffed by more experienced team members during these times. All CIRT members completed training on sexual assault reporting procedures and case reviews on July 24, 2013. The purpose of this training was to ensure that all sexual assault/stalking cases are reported in compliance with the Campus SaVE Act.

Additional Comments

Assessment Method 4:
Assessment Method(s) Description
Findings

Baseline Project Results (If Applicable)

How did you use findings for improvement?

Game Day Adjudications - Fall 2012
As a result of conducting analyses on Game Day student code violations, the Office of Student Conduct will be able to improve the way in which it performs its duties during home football games.
Assessment Method 1: Quantitative Method

Assessment Method Description
The Office of Student Conduct assessed the number of code violations occurring at all home football games during the fall 2012 season. The Office of Student Conduct (OSC) facilitates a table to document and/or address alleged violations of the AU Code of Student Discipline (Code) at every home football game. The OSC facilitates the table through half-time of each home game. The table, located near the student gates, serves as the focal point where students are referred to the OSC staff members by certified police officers for violations of Auburn University’s Athletic Event Alcohol Policy violations. Students in violation of the alcohol policy are reported to the OSC for review and adjudications. These students face possible disciplinary action and/or brief intervention for their alleged violation. Each violation that occurs in the stadium is assessed by comparing the frequency, type, time, and ID numbers for every Auburn University student.

Findings
Numbers of violations have decreased since 2010 (N=165 in 2010), (N=90 in 2011), and (N=73 in 2012). The number of violations were low overall for the 2012 season (N=10 at Louisiana-Monroe), (N=20 at LSU), (N=3 at Arkansas), (N=13 at TAMU), (N=4 at NMS), (N=19 at UGA), and (N=4 at Alabama A&M). Factors that impact the low number of violations per game include: time of game (morning vs. evening), opponent, AU win/loss ratio, and number of female police officers (female officers are only allowed to pat down women). The results suggest that more men than women violate the student conduct policy, and during games with bigger opponents more students are found in violation.

![Total Violations Fall 2012](image)

![Gender](image)
Baseline Project Results (If Applicable)

How did you use findings for improvement?
The findings suggested less staff was needed to facilitate the conduct table at the stadium. The findings suggest that less staff is needed based on the declining violation numbers. Typically, two (N=2) or three (N=3) full-time staff members facilitate the conduct table. However, the staff size at the stadium will decrease for fall 2013. Only one (N=1) full-time staff member will be needed in addition to a Office of Student Conduct intern. The findings also suggest a need to address the high number of male student violations, and underage student violations. In summer 2013 OSC staff led a session during Auburn University's Interfraternity Council’s (IFC) Fall Summit: Leadership Training Retreat. OSC staff educated IFC presidents, risk managers, and new member coordinators on the appropriate processes and procedures of the Auburn University Code of Student Discipline.

Additional Comments

Assessment Method 2:
Assessment Method Description
Student & Student Organization Adjudications - Fall 2012

As a result of tracking the numbers and types of student code violations, the Office of Student Conduct will be able to use that information to enhance its marketing efforts to students.

Assessment Method 1: Quantitative Method

Assessment Method Description
The Office of Student Conduct assessed the number of individual student and student organization conduct code violations adjudicated during the fall 2012 semester. Student and student organization disciplinary code infraction data were counted and entered into an Excel file by the Director of Student Conduct and the Coordinator for Student Conduct. Each violation that occurred in fall 2012 was assessed by comparing the frequency of every violation. Student and student organization complaints can only be submitted by university students, faculty, and staff. The Coordinator for the office retrieved the applicable code infraction data from the Excel database.

Findings
There were a total of 110 student adjudications for fall 2012. In addition, three (3) student organizations were adjudicated fall 2012.

<table>
<thead>
<tr>
<th>Conduct Violation</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Students</td>
<td>110</td>
</tr>
<tr>
<td>Student Organizations</td>
<td>3</td>
</tr>
<tr>
<td>Total Violations Fall 2012</td>
<td>113</td>
</tr>
</tbody>
</table>

Baseline Project Results (If Applicable)

How did you use findings for improvement?
Based on the low number of code violations occurring during the fall semester, the data collected from this assessment was used to aid in the continuous marketing efforts of the Office of Student Conduct to maintain low number of code violations. OSC attributed the low numbers of code violations to sessions conducted during Camp War Eagle, Auburn’s summer orientation experience for incoming freshmen. During each of the 12 summer sessions a panel comprised of Office of Student Conduct, Auburn Public Safety, and Health and Wellness staff members led a session on conduct, safety and health.
Additional Comments
Assessment Method 2:
Assessment Method Description
Findings
Baseline Project Results (If Applicable)
How did you use findings for improvement?
Additional Comments
Assessment Method 3:
Assessment Method Description
Findings
Baseline Project Results (If Applicable)
How did you use findings for improvement?
Additional Comments
Assessment Method 4:
Assessment Method(s) Description
Findings
Baseline Project Results (If Applicable)
How did you use findings for improvement?
Additional Comments

Student & Student Organization Adjudications - Spring 2013
As a result of tracking the numbers and types of student code violations, the Office of Student Conduct will be able to use that information to enhance its marketing efforts to students.

Assessment Method 1: Quantitative Method

Assessment Method Description
The Office of Student Conduct assessed the number of individual student and student organization conduct code violations adjudicated during the spring 2013 semester. Student and student organization disciplinary code infraction data were counted and entered into an Excel file by the Interim Director of Student Conduct. Each violation that occurred in spring 2013 was assessed by comparing the frequency of every violation. Student and student organization complaints can only be submitted by university students, faculty, and staff. The Interim Director for the office retrieved the applicable code infraction data from the Excel database.

Findings
There was a total of seventeen (N=17) student adjudications for spring 2013. There was a total of one (N=1) student organization adjudication for spring 2013. In addition, there were four (N=4) Student Discipline Committee hearings conducted for student violations.
Baseline Project Results (If Applicable)

How did you use findings for improvement?
Based on the low number of student and student organization adjudications, marketing and outreach efforts for the spring 2013 were continued. The Office of Student Conduct used data to determine that efforts from previous semesters were adequately maintaining the low number of conduct violations.

Additional Comments
Assessment Method 2:
Assessment Method Description
Findings
Baseline Project Results (If Applicable)
How did you use findings for improvement?
Additional Comments
Assessment Method 3:
Assessment Method Description
Findings
Baseline Project Results (If Applicable)
How did you use findings for improvement?
Additional Comments
Assessment Method 4:
Assessment Method(s) Description
Findings
Baseline Project Results (If Applicable)
How did you use findings for improvement?
Additional Comments
Student Involvement

Freshman Leadership Programs

As a result of the 2012-2013 Freshman Leadership Program (FLP) Focus Groups, the Center for Leadership and Ethics will have a better understanding of programmatic needs for expansion purposes.

Assessment Method 1: Focus group

Assessment Method Description

The Freshman Leadership Program consistently maintains between 800-900+ applications for the annual leadership program for 1st year students. Currently, this program can accommodate 405 participants, separated into one of nine small groups. The purpose of the focus groups that took place in the fall and spring semesters, will be to provide greater insight into the needs of this program and into whether expansion of the existing program is warranted.

Utilized focus groups, consisting of two groups with 7 students in each group met bi-weekly over the course of the 2012-2013 academic year. Each group was made up of current participants of the Freshman Leadership Program, former participants, and students who did not participate in FLP. Each group was given the same topics for discussion and covered subjects ranging from why students elect to apply, satisfaction over the selection process, and what other opportunities may be available to students who do not participate. Students were also asked about their perceptions of the exclusivity of the number of applicants versus the number of students selected and what impact this may have on the program.

Themes from participants' responses were identified by the findings of the focus group. These themes covered the selections process, size of groups, and other opportunities for leadership development.

Findings

The focus group results suggest that students believed that there should be more opportunities to become involved in the Freshman Leadership Program but should not increase in size to allow all applicants to participate. Selection based on applications and interviews should still take place to allow the quality of the program to remain consistent. The participants also indicated that due to space availability in meeting rooms, FLP groups should not grow larger than 45 each.

Findings also indicated that there should be additional opportunities for Leadership Development outside of Freshman Leadership Programs. Additional opportunities should be examined.

Baseline Project Results (If Applicable)

How did you use findings for improvement?

The assessment validated the student and staff perception that it is useful to provide additional opportunities for 1st year students to be involved in the Freshman Leadership Program but should not increase in size to allow all applicants to participate. Selection based on applications and interviews should still take place to allow the quality of the program to remain consistent. The participants also indicated that due to space availability in meeting rooms, FLP groups should not grow larger than 45 each.

Findings also indicated a need for additional opportunities for leadership development outside of Freshman Leadership Programs. These programs should take place not during the fall semester and be open to 1st year students. The launch and development of a spring leadership program should be addressed.

Additional Comments

In addition to the finding that it is beneficial to increase the opportunity to participate in the Freshman Leadership Program, the overwhelming finding from the focus group was that opportunities need to be created for students who select not to participate in FLP or are not selected for membership. More importantly, the recommendation of the participants in the focus groups was that these opportunities should not be limited to first semester students but should be promoted and facilitated to include upperclass students who desire leadership development opportunities to utilize in their job/internship skill development.

Assessment Method 2: Quantitative Method: Counts of Applicants/Participants

Assessment Method Description

The number of applicants and available positions within the Freshman Leadership Programs will be collected over the course of a 4-year time period.

Findings

The chart below describes the number of applicants and available positions for the Freshman Leadership Programs.
since 2010.

The findings indicate that the number of applicants for Freshman Leadership Programs continues to rise and that the number of positions does not meet the demand.

Baseline Project Results (If Applicable)

How did you use findings for improvement?
The creation of additional programs should be addressed with potential funding partners. These data will be shared with administrators and potential donors in order to drive decisions on FLP Program Expansion.

Additional Comments

Assessment Method 3:
Assessment Method Description
Findings
Baseline Project Results (If Applicable)
How did you use findings for improvement?
Additional Comments

Assessment Method 4:
Assessment Method(s) Description
Findings
Baseline Project Results (If Applicable)
How did you use findings for improvement?
Additional Comments

**Increased knowledge in elements of design**
After completing one semester as section editors, publication students in the *Circle* and *Glomerata* will demonstrate an increased knowledge of elements of design used in Adobe InDesign and Photoshop.

**Assessment Method 1:** Survey test

**Assessment Method Description**
A Pre- and Post- training survey was administered. The pre-test was conducted in September 2012 before students received technology training. The post-test was conducted at the end of November 2012 at the conclusion of the training. The test was composed of 15 questions including multiple choice, true/false, and fill in the blank. A total of 16 students completed the pre/post tests out of the 16 who participated in the training.
The survey was administered via paper. Results were compiled into an excel document. Scores were recorded & means were identified for each survey item.

Findings

The mean average of test results for the pre-test was 58.33.
The mean average of test results for the post-test was 77.08.

Overall, the scores indicated that the publications students from the Glomerata and Circle in the cohort increased their level of knowledge of basic elements of design during the semester.

Baseline Project Results (If Applicable)

How did you use findings for improvement?
The assessment proved that technology training was useful to the participants and did help increase their knowledge base regarding elements of design in Adobe InDesign and Photoshop.

The results were discussed with the student leaders and graduate students regarding planning for technology training for the upcoming year. While students did demonstrate an increased level of knowledge, one area for future planning would be an emphasis on increasing the overall mean of the post-test. We also discussed creating separate tests, one for InDesign and one for Photoshop, due to the fact that InDesign and Photoshop training covers a lot of material.

- **Common Elements of Design Test**

**Additional Comments**

Assessment Method 2:
**Assessment Method Description**

Findings

Baseline Project Results (If Applicable)

How did you use findings for improvement?

Additional Comments

Assessment Method 3:
**Assessment Method Description**

Findings

Baseline Project Results (If Applicable)

How did you use findings for improvement?

Additional Comments

Assessment Method 4:
**Assessment Method(s) Description**

Findings

Baseline Project Results (If Applicable)

How did you use findings for improvement?

Additional Comments
After participating in the New Organization Leadership Trainings, new organization leaders will indicate their growth in confidence for some key areas of leadership development.

**Assessment Method 1: Student Survey**

**Assessment Method Description**

Student leaders in newly formed organizations on Auburn University’s campus take part in a series of leadership development workshops and leadership trainings. After completion of the New Organization Leadership Training, students should have a better understanding of some key areas of leadership development- their personal leadership style, a higher level of comfort when working with groups of 5 or more, and an understanding of how to resolve conflict within their organization.

Staff members in the Office of Student Involvement utilized a survey consisting of a four question pre-assessment survey followed by a six question post-assessment survey. The Pre-Assessment Survey was administered prior to the New Organization Leadership Training beginning and post was issued immediately following the conclusion of the training. A total of 28 students attended the training and all returned surveys. Training and Surveys administration took place on January 27, 2013. Pre- and Post- surveys were administered prior to training beginning and at the conclusion of the training session.

Using a likert scale, participants were asked to rank their confidence level in key areas of the Leadership Development: Understanding of self-leadership style, group work, and conflict management.

Participants were also asked to identify their expectations of the training and other various needs for changes within the organization based on their previous experiences.

**Findings**

The post-assessment survey showed that 60% of the participating students felt very comfortable (ranked 9-10) with their knowledge of their personal leadership style. This number was increased from the 14% prior to the training beginning. See attached chart for comparison.

Students comfort level of working in groups of 5 of more was also assessed through the pre and post assessment. Prior to the workshop beginning, 51% of the students felt very comfortable (ranked 9-10) with working in groups of 5 of more. This number decreased in the post assessment to 48%.

Ability to resolve conflicts was also assessed using a likert scale. The pre-assessment showed that 33% of students felt very comfortable (ranked 9-10) with handling conflict within their organization. The post assessment increased to 55% ranking very comfortable (ranked 9-10).

![Leadership Knowledge Chart](chart.png)
Findings from the open ended portion of the survey included suggestions for improvements for future leadership trainings. These improvements included time of day, food selection, and suggestions for different activities. The open ended portion also validated the resources provided to student organizations by the Center for Student Organizations.

- New Organization Leadership Training_Spring2013_PostAssessment
- New Organization Leadership Training_Spring2013_PreAssessment

Baseline Project Results (If Applicable)

<table>
<thead>
<tr>
<th>Project Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Organization Leadership Training Spring 2013 Post Assessment</td>
</tr>
</tbody>
</table>

How did you use findings for improvement?
The assessment validated the effectiveness of the New Organization Leadership Training. As these trainings continue to improve over the future, the assessment provided much insight on ways to improve. It was interesting to see the decrease in students comfort level of working in groups of 5 or more. Future leadership trainings will address ways to improve in this area by including more focused discussion and activities.

The open-ended portion of the assessment provided the Center for Student Organizations with information regarding necessary supplies, length of training, day & time of training, and food requests. These items will be taken into consideration for planning the upcoming training in fall 2013 & will be addressed by changing the day of the week and improving the food selection.

In the future, a similar assessment will be administered. The scale will be altered to be more inline with a likert scale and use ratings of 1-5.

Additional Comments
Assessment Method 2:
Assessment Method Description
Findings
Baseline Project Results (If Applicable)

<table>
<thead>
<tr>
<th>Project Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Organization Leadership Training Spring 2013 Post Assessment</td>
</tr>
</tbody>
</table>

How did you use findings for improvement?

Additional Comments

Assessment Method 3:
Assessment Method Description
Findings
Baseline Project Results (If Applicable)

<table>
<thead>
<tr>
<th>Project Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Organization Leadership Training Spring 2013 Post Assessment</td>
</tr>
</tbody>
</table>

How did you use findings for improvement?

Additional Comments

Assessment Method 4:
Assessment Method(s) Description
Findings
Baseline Project Results (If Applicable)

<table>
<thead>
<tr>
<th>Project Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Organization Leadership Training Spring 2013 Post Assessment</td>
</tr>
</tbody>
</table>

How did you use findings for improvement?

Additional Comments
AVP - Health & Wellness

Campus Recreation

**Expected Outcome**: Campus Recreation will maintain or increase student participation in all programs during construction of the new Recreation and Wellness Center.

By collecting information on students’ participation in Intramural Sports, Club Sports, Recreation Facilities, Personal Training, and Group Fitness, Campus Recreation will be able to make data-driven decisions about its programs.

**Assessment Method 1**: Tracking participation by program

**Assessment Method Description**
Campus Recreation collected participation data by tracking each program area as students participated in Intramural Sports, Club Sports, Personal Training, and Group Fitness classes.

The assessment method used was tracking of participation for each program area. Data collected was specific to each area: Intramural Sports data consisted of number of teams, number of participants and number of games played; Club Sports data consisted of number of clubs and total participants; Recreation Facilities collected headcount data of students entering the facility; Personal Training data reflected the number of personal training sessions. Personal training sessions were recorded by each trainer on a weekly basis to determine the increase/decrease from the previous year. Group Fitness data was number of total participants in all group fitness activities. The number of participants were counted for each Group Fitness class basis to determine the percent of increase/decrease from the previous year. Data was collected either daily or weekly and tabulated at the end of each semester. Each semester's data was then tabulated to provide annual data for analysis. Data was analyzed to determine either increase or decrease in participation in each area.

Data will be used to understand programmatic needs as Campus Recreation opens its new facility, the Recreation and Wellness Center.

**Findings**

**Recreational Facilities**

The number of people entering the Campus Recreation facility (Student Activities Center) decreased by 22,089 from 220,843 in 2011-2012 to 198,754 in 2012-2013. The decrease was due to difficulty accessing the facility due to the construction zone and lack of parking caused by the construction zone.

**Intramural Sports**

The number of Intramural Sports teams increased from 940 in 2011-2012 to 1,011 (+71) in 2012-2013. The number of games played decreased from 3,526 in 2011-2012 to 3,513 (-13) in 2012-2013. This was due to inclement weather. However, the number of participants increased by 1,386 from 9,871 in 2011-2012 to 11,197 in 2012-2013.
Club Sports

The number of clubs participating in the program held steady at 22 but the participation increased from 457 participants in 2011-2012 to 521 participants in 2012-2013.
Personal Training

There were a total of 6,951 personal training sessions conducted in 2011-2012. In 2012-2013 there were a total of 6,776 personal training sessions. This was a decrease of 175 sessions from 2011-2012. However, this was due to having to curtail personal training in the Student Activities Center and the end of June in order to prepare for the opening of the new Recreation and Wellness Center thereby losing an entire month of training.

Group Fitness

There were a total of 28,269 Group Fitness participants in 2011-2012. In 2012-2013 there were a total of 24,858 Group Fitness participants. This was a decrease of 2,411 participants for 2012-2013. We anticipated this decrease
due to the difficulty of access and parking. We were able to offer off-site programming, but while the off-site programming was successful in providing more opportunities for students to participate, we were not able to match the volume of the previous year. This was due to having to curtail Group Fitness classes in the Student Activities Center and the end of June in order to prepare for the opening of the new Recreation and Wellness Center thereby losing an entire month of classes.

Baseline Project Results (If Applicable)

How did you use findings for improvement?
Campus Recreation made adjustments as appropriate to account for the inconvenience of operating in a construction environment (E.g., Group Fitness classes were offered in residence halls to provide opportunities for students to exercise closer to their living quarters). We were able to continue to provide quality programming to Auburn University students in spite of the inconvenience during this year. With the opening of the new Recreation and Wellness Center in the fall of 2013, Campus Recreation will be positioned to provide more recreational and fitness opportunities to students, faculty and staff members.

Additional Comments
We anticipated that our participation numbers would decrease due to the inconvenience of operating in a construction zone. We were able to continue in most instances to maintain our participation numbers at the same level of quality programming as in previous years. Curtailing operation in the Student Activities Center at the end of June to prepare for the move into the new Recreation and Wellness Center had a negative impact on our participation that led to numbers in Personal Training and Group Fitness to be lower.

Assessment Method 2:
Assessment Method Description
Findings
Baseline Project Results (If Applicable)
How did you use findings for improvement?
Additional Comments
Assessment Method 3:
Assessment Method Description
Findings
Baseline Project Results (If Applicable)
How did you use findings for improvement?
Additional Comments
Assessment Method 4:
Assessment Method(s) Description
Findings
Baseline Project Results (If Applicable)
How did you use findings for improvement?
Additional Comments

Expected Outcome

Group Fitness Instructor Training
As a result of drop-in and end-of-the-semester assessments, group fitness instructors in Campus Recreation will be able to demonstrate improvement in their instructing skills.

Assessment Method 1: Informal Assessment

Assessment Method Description
The Group Fitness Instructor training program provides students with group fitness training, instruction skills and provides the opportunity to practice and improve those skills while attending Auburn University. The purpose of the training program is to provide highly qualified group fitness instructors to ensure an exceptional group fitness experience in multiple formats for participants. Student instructors will make up at least 70% of the group fitness instructors on the schedule. The skills learned and practiced will give the student the opportunity to improve as group fitness instructors as well as allow participants in the Group Fitness Program an opportunity to engage in lifelong patterns of wellness and fitness.

Group Fitness Instructor Categories

Group Fitness Instructors are categorized into 1 of 4 categories:

1. AU Basic Group Fitness Instructor Trainee: This instructor does not have training or experience teaching Group Fitness classes and will be placed in the AU Basic Group Fitness Instructor Training course for 2 semesters.

2. Specialty Group Fitness Instructor: This instructor has a specialty certification or certificate of completion through a company like Zumba, Turbokick, Pilates, Les Mills, etc. This category also includes instructors who have trained through an AU specialty format training (TRX, GTS, Core Barre, etc.).

3. Certified Group Fitness Instructor (Level 1): This instructor has a national Group Fitness certification (ACE, AFAA, NETA).

4. Certified Group Fitness Instructor with Specialty certification(s) (Level 2): This instructor has both a national Group Fitness certification (ACE, AFAA, NETA) and specialty format certification(s).

Every Group Fitness Instructor will be evaluated during his/her first semester in the AU Group Fitness program, regardless of category. An Informal (drop-in: an unannounced visit by the Instructor Trainer) Assessment is conducted at random during the semester.

The Informal Assessment form (see attachment) [2 are attached as examples; there are others for different class formats] is the same evaluation form used for the Formal Assessment.
**Expected Outcomes:**

The Evaluator will be able to give feedback to the instructor mid-way through the semester.

Allows the instructor to see the assessment form and experience the assessment process before the end of the semester.

Challenge the instructor to improve on 3 things before the final assessment.

The Assessment forms used have a range of categories with a checklist of components. These are the components from the Performance Style Assessment form which we use to notice weaknesses and see improvement:

**Areas that were assessed:**

**Pre-Class Organization** – includes: Checks in participants; Class begins on time; Acknowledges beginners; Introduces self/class; Positive atmosphere/attitude; Microphone & stereo ready; Appropriate attire

**Warm-Up** – includes: Demonstrates proper form; Proper safety cues; Intensity increased gradually; Active stretching utilized; Proper form/alignment cues; Format specific; Music tempo appropriate for biomechanical movement

**Presentation Skills** – includes: Encourages hydration throughout class; Dynamic/energetic; Motivating/Emphasizes fun; Compliments class; Makes eye-contact; Mirroring; Verbal directions clear; Nonverbal cues used; Clean music selections; Appropriate music volume; Takes command of the class/confident; Demonstrates proper form/technique

**Format Skills** – 5 Major categories with checklists for each:

Musicality

Cueing

Choreography/Exercise Selection

Class Design

Safety

**Post-Aerobic Cool Down & Final Class Segment** – includes: Instructs class to begin cooling down; Connects with class/encourages return visit; Appropriate music selection; Stretches muscle groups properly; Relaxation emphasized appropriately

An example of a Performance Informal Assessment is included.

"This instructor has limited experience teaching a Zumba class but does a great job demonstrating the different Latin dances taught in Zumba.

Her strengths are: great musicality, she previews tricky movements before teaching the song, she smiles and clearly enjoys what she is doing, she adheres to the Zumba rule of 70% Latin music and 30% other making her class authentic.

Her weaknesses include: Not facing the class but keeping her back to participants thereby missing opportunities to connect; too much lag time between songs where participants are not moving but standing and waiting, needs to offer modifications for all fitness levels, should capitalize on the nuances in the music to add flavor to the class and
make her style unique, needs to include a moving cool down before jumping into a stretch sequence.

The Trainer chose 3 areas for improvement and discussed these with the instructor. Together they set goals to 1. Initially, face the class for part of the time when instructing, gradually adding more and more time facing the class so that by next semester, she mirrors the class for the full 50-55 minutes. 2. Shorten the lag time so that the class continues to move for the duration of the class. 3. Will work on delivering an experience to the class by capitalizing on the nuances of songs, using facial expressions, and connecting with the participants."

- Informal Assessment - Coaching style GF
- Informal Assessment - Yoga GF

Findings
The Informal Assessment reviews all the components of teaching a Group Fitness format, specific to the format being assessed. At the end of the form, the trainer evaluating the instructor's performance can choose the top 3 areas that need immediate attention. The Informal Assessment is reviewed by the instructor and trainer and goals are set to see improvements by the end of the semester for the Formal Assessment. During the formal assessment, the same Trainer evaluates the instructor using the Informal Assessment as a guide to mark progress and improvements. We conducted 27 informal assessments during this reporting period.

- Instructors were very nervous about being assessed, the Informal evaluation identifies areas that need improvement before the Formal Assessment.

- Instructors use the specific verbal and written feedback to improve their skills before the end of the semester, evaluators provide assistance or refer the instructor to other resources.

- Through this Informal Assessment, instructors realize what skills they have neglected to practice and need work.

Baseline Project Results (If Applicable)

How did you use findings for improvement?
- Results of the informal assessment are discussed with each instructor and assistance is given to improve areas that were noted as needing improvement.

- Instructors show marked improvement by the end of the semester based upon information/corrections noted during the informal assessment.

- Instructors are more likely to ask for help or resources to improve their skills.

- With each assessment, the trainer discusses areas of weakness with the instructor. A common recommendation is to attend like classes with a more seasoned, advanced instructor and observe how he/she deliver his/her class. Another recommendation is to watch videos Campus Rec has in the educational library or to Google suggested professional instructors who are leaders in the field. If additional training is necessary, the trainer will schedule a time to review the skills that are lacking.

Additional Comments
Instructors show marked improvement by the end of the semester based upon information/corrections noted during the informal assessment. Because of the Informal Assessment Instructors are more likely to ask for help or resources to improve their skills

Assessment Method 2: Formal Assessment

Assessment Method Description
The Formal Assessment includes evaluating the instructor’s performance using the same form (see attachment) and criteria (see above under Informal Assessment) as the Informal Assessment and also involves video-taping the instructor’s class. Following a "Solid" rating on the Formal Assessment, instructors will be evaluated at the discretion of the Group Fitness Coordinator. Instructors not receiving a "Solid" rating will continue to be assessed each semester. The total number of instructors in fall 2013 is seventy-two. Eighty-eight percent of the instructors are students. The professional staff completed twenty-seven formal assessments that resulted in the employment of twenty-two students between fall 2012 and summer of 2013. In fall 2013, they completed 13 informal/formal assessments resulting in employment. In addition, six successfully completed a group fitness certification. Seventeen received additional specialty certifications.
Expected Outcomes:
- The Evaluator will look for noticeable improvements in the instructor’s skills from the mid-semester Informal Assessment.
- Having gone through the Informal Assessment the instructor should be less nervous of the assessment process.
- The instructor will have the opportunity to watch themselves teach and review/critique their own performance.
- The Evaluator provided constructive feedback to the student instructor.

Findings
The Formal Assessment includes evaluating the instructor’s performance using the same form (see attachment) as the Informal Assessment and also involves video-taping the instructor’s class.

Expected Outcomes:
- The Evaluator will look for noticeable improvements in the instructor’s skills from the mid-semester Informal Assessment.
- Having gone through the Informal Assessment the instructor should be less nervous of the assessment process.
- The instructor will have the opportunity to watch themselves teach and review/critique their own performance.
- The Evaluator will provide constructive feedback to the student instructor.
- With each assessment, the trainer discusses areas of weakness with the instructor. A common recommendation is to attend like classes with a more seasoned, advanced instructor and observe how he/she delivers his/her class. Another recommendation is to watch videos Campus Rec has in the educational library or to Google suggested professional instructors who are leaders in the field. If additional training is necessary, the trainer will schedule a time to review the skills that are lacking.

Baseline Project Results (If Applicable)
How did you use findings for improvement?
- Our goal is to offer quality programming. By assessing our instructors and setting goals for improvement, we are able to teach our students that delivering an experience is as important to the program as is the format training. Each student can make an impact on the participants in his/her class. This impact can either promote a healthy lifestyle or leave a negative impression of fitness. Our student instructors spend approximately 3 years in our program, so as we identify common areas that need improvement, we can alter our training to include an emphasis in these areas.

- Through the Formal Assessment, both the instructor and the Evaluator become more aware of common errors and how to correct them, how to motivate a class, how to achieve class objectives, and how to grow as a professional.

- By watching their performance, instructors have improved their performance skills as well as their technical skills and seem to work harder at improvement.

- In reviewing the instructors’ video performances, there is a need to see participants taking the class. This would allow the instructor to see if their correctional cues are actually impacting the class participants or if they need to utilize other methods of correction. This could be used as an instructional opportunity to discuss different methods of teaching so as to make each class effective for the participants.
• The focus is not solely on areas that need improvement. By highlighting the instructor’s strengths, the video footage has proven to be very encouraging and has contributed to program adherence.

• Having experienced the Informal Assessment mid-semester, most instructors make the necessary corrections and improvements to rate “Solid” on their Formal Assessments. A few instructors fail to meet the competencies, but with the use of video footage from the Formal Assessments, there is clear evidence of what competencies have not been met.

• As a result of attrition, the training schedule has changed. The basic group fitness instructor training program will be held one time each school year. Fall semester will be basic training with specialty training in the spring. For the first time trainees will be asked to pay a training fee to give them incentive to complete the program.

Additional Comments

Informal & Formal Assessments: Formats, Dates, Outcome (participants’ names are removed)

1. – Cycling, (I) 3/25/13, (F) 4/29/13; Solid
2. – Yoga; (I) 3/4/13, (F) 4/22/13; Solid
3. – Kettle Bells; (I) 2/12/13, (F) 4/2/13; Solid
4. – TRX Circuit; (I) 2/13/13, (F) 4/10/13; Solid
5. – TRX Circuit; (I) 2/12/13, (F) 4/9/13; Solid
6. – Cycling; (I) 9/20/12; (F) 11/20/12; Needs work, further assessment 2/21/13; Solid
7. – Kettle Bells; (I) 2/14/13, (F) 3/28/13; Solid
8. – Zumba; (I) 9/17/13, (F) 11/5/13; Solid
9. – Yoga; (I) 9/26/12, (F) 11/14/12; Solid
10. – Yoga; (I) 2/28/13, (F) 4/25/13; Solid
11. – Cycling; (I) 2/26/13, (F) 4/23/13; Solid
12. – Butts & Guts; (I) 2/25/13, (F) 4/16/13; Solid
13. – Cycling; (I) 6/25/13, (F) 7/25/13; Solid
14. – Cycling; (I) 6/18/13, (F) 7/23/13; Solid
15. – Dance Jam; (I) 2/14/13, (F) 4/8/13; Needs work, left AU so no further assessment taken
16. – Cycling; (I) 2/4/13, (F) 3/25/13; Solid
17. – Cycling; (I) 2/18/13, (F) 4/15/13; Solid
18. – Dance Jam; (I) 2/5/13, (F) 4/22/13; Needs Work, further assessment 7/15/13; Solid
19. – Yoga; (I) 2/6/13, (F) 4/3/13; Solid
20. – Yoga; (I) 2/6/13, (F) 3/17/13; Solid
21. – Dance Jam; (I) 2/14/13, (F) 4/4/13; Solid
22. – Kickboxing; (I) 2/12/13, (F) 4/1/13; Solid
23. – TRX Circuit; (I) 2/7/13, (F) 4/4/13; Solid
24. – Yoga; (I) 2/22/13, (F) 4/12/13; Needs Work, further assessment 7/12/13; Solid
25. – Butts & Guts; (I) 9/18/12, (F) 11/8/12; Solid

TRX Circuit; (I) 2/18/13, (F) 4/15/13; Solid

1. – Dance Jam; (I) 2/14/13, (F) 4/4/13; Solid
2. – Yoga; (I) 9/28/12, (F) 11/30/12; Solid
Findings
Baseline Project Results (If Applicable)
How did you use findings for improvement?
Additional Comments
Assessment Method 4:
Assessment Method(s) Description
Findings
Baseline Project Results (If Applicable)
How did you use findings for improvement?
Additional Comments

Expected Outcome | Intramural Satisfaction Survey
Participants in Campus Recreation's Intramural Sports program will be highly satisfied with their experience at the end of their sports season.

Assessment Method 1: Survey
Assessment Method Description
Campus Recreation expects to maintain a high level of satisfaction of students participating in our Intramural Sports Program.

Campus Recreation Intramural Sports conducted a satisfaction survey at the end of each competitive sport season. We expect students to be satisfied with our Intramural Sports program.

Campus Recreation will conduct an Intramural Sports Satisfaction Survey (paper survey) at the end of each competitive season and consolidate the results in an annual report. The survey is administered to randomly selected teams primarily participating in major sports throughout the year. This year there were 304 teams out of a possible 950 teams that completed the survey.

A five question Satisfaction Survey was administered at the completion of each season to determine the value and satisfaction of the intramural program. The questions were:

1. As a team, which term best describes your intramural sports experience?
   Excellent   Good   Fair   Poor

1. Has participation in the AU Intramural Sports Program enhanced your life at Auburn?
   Yes   No

1. Will the majority of your team participate in other intramural activities?
   Yes   No

1. Compared to other season how would you rate the quality of the sport officials?
   Excellent   Good   Fair   Poor
1. Besides better officials, what one thing can be done to improve the intramural program?

**Findings**
The vast majority of our students (over 96%) indicated that participation in the Intramural Sports program enhanced their lives at Auburn. Over 94% stated that they would participate in other intramural activities. Also, over 90% rated their intramural experience as either excellent or good.

As expected, areas cited most often for improvement were better playing turf and more games.

**Baseline Project Results (If Applicable)**

**How did you use findings for improvement?**
Improving field conditions is an ongoing process. The entire field is on a year-round turf maintenance schedule that includes fertilization, irrigation and herbicide application. Additionally, sections of the field are closed each summer to add new sod as needed. Last year an eight foot fence was erected around the field so that access can be controlled when the field is unplayable due to poor weather conditions. The new fence allowed us to keep participants off the field when they were wet. As a result, the turf is in its best condition in years. One third of the field was laser graded and re-sodded in the summer of 2013. Two more sections will complete the project. Unfortunately, the number of games played is limited by the time allowed by the academic calendar.

**Additional Comments**
Annual survey results are consistent from year to year.

**Assessment Method 2:**

**Assessment Method Description**

**Findings**

**Baseline Project Results (If Applicable)**

**How did you use findings for improvement?**

**Additional Comments**

**Assessment Method 3:**

**Assessment Method Description**

**Findings**

**Baseline Project Results (If Applicable)**

**How did you use findings for improvement?**

**Additional Comments**

**Assessment Method 4:**

**Assessment Method(s) Description**

**Findings**

**Baseline Project Results (If Applicable)**

**How did you use findings for improvement?**

**Additional Comments**
Health Promotion & Wellness Services

**National Collegiate Health Assessment (NCHA)**

The Health Promotion and Wellness Services office will see longitudinal improvements in students’ behaviors, attitudes, and perceptions related to alcohol, relationship violence, and stress upon students’ completion of the 2013 NCHA survey when comparing results to NCHA results from previous years.

**Assessment Method 1: Quantitative Methods: Survey**

**Assessment Method Description**

The National Collegiate Health Assessment (NCHA) survey is a nationally recognized survey instrument used on college and university campuses to assess health related behaviors, attitudes, beliefs, and perceptions. The NCHA includes a variety of health and wellness related topics and identifies which areas of health have an impact on students’ academic and personal success. The NCHA was administered in the spring of 2013. The NCHA survey was administered in paper form to physical education classes. 401 surveys were returned. The data was representative of the Auburn University undergraduate population. The paper surveys were then mailed to NCHA’s home office for initial analysis and reporting. The survey is self-reported information. The data will be used to drive program development, implementation and evaluation. Information on student behaviors, attitudes, and perceptions are studied so that we can address the highest risk issues of our student population. This data will inform which modifications to make to our programs, services, policies, and coalitions. This data is essential to further the operational mission of the department.

- **NCHA/ACHA Survey II**

**Findings**

Green = behavior stayed the same or improved  
Red = behavior degraded from last survey

**2013-2011 ACHA/NCHA Assessment II Comparison**

<table>
<thead>
<tr>
<th>Area of Concern</th>
<th>2011</th>
<th>2013</th>
<th>National Reference Group</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Impacts</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alcohol</td>
<td>8.20%</td>
<td>8.70%</td>
<td></td>
</tr>
<tr>
<td>Sleep</td>
<td>10.20%</td>
<td>12.70%</td>
<td></td>
</tr>
<tr>
<td>Stress</td>
<td>17.20%</td>
<td>24%</td>
<td></td>
</tr>
<tr>
<td>Anxiety</td>
<td>11.10%</td>
<td>13.40%</td>
<td></td>
</tr>
<tr>
<td><strong>Violence, Abusive Relationships,</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Fight</td>
<td>12.80%</td>
<td>12.20%</td>
<td></td>
</tr>
<tr>
<td>Feeling &quot;very safe&quot; on campus at night</td>
<td>47.6% (69.1%M, 31.4%F)</td>
<td>52.5% (74.3%M, 32.2%F)</td>
<td></td>
</tr>
<tr>
<td>An emotionally abusive intimate relationship</td>
<td>6.80%</td>
<td>7.10%</td>
<td></td>
</tr>
<tr>
<td>Stalking</td>
<td>4.60%</td>
<td>5.40%</td>
<td></td>
</tr>
<tr>
<td><strong>Other Drugs</strong></td>
<td></td>
<td></td>
<td>Alcohol, Tobacco, and</td>
</tr>
<tr>
<td>Alcohol Use: Last 30 Days</td>
<td>68.90%</td>
<td>66.90%</td>
<td></td>
</tr>
<tr>
<td>Alcohol Use: High Risk</td>
<td>50.8%</td>
<td>43.8%</td>
<td></td>
</tr>
<tr>
<td>Alcohol Use: Frequent High Risk</td>
<td>23.80%</td>
<td>18.90%</td>
<td></td>
</tr>
<tr>
<td>Forgot where/what you did</td>
<td>40.30%</td>
<td>39.90%</td>
<td></td>
</tr>
<tr>
<td>Unprotected Sex</td>
<td>23.30%</td>
<td>24.60%</td>
<td></td>
</tr>
<tr>
<td>Designated Driver</td>
<td>70.10%</td>
<td>70.10%</td>
<td></td>
</tr>
<tr>
<td>Stay with the same group of friends the entire time drinking</td>
<td>69.60%</td>
<td>68.60%</td>
<td></td>
</tr>
</tbody>
</table>

The strengths of these findings were that the 30 day alcohol use and high risk alcohol use both decreased. The weakness of these findings were the number of students reporting stress and anxiety impacted their academics. In addition, interpersonal violence and stalking were on the rise. Although numbers are down from last year, the totals still represent a large number of students not feeling safe on campus. These findings suggest more effective interventions with students in the area of high risk drinking, personal safety, and intimate partner violence. It also shows us the need for more partnerships with the student counseling center in creating effective materials and programs for stress, sleep, and anxiety.
Baseline Project Results (If Applicable)

How did you use findings for improvement?
Sleep, stress, and anxiety continue to be academic impacts for our students. We will continue to work with the counseling center to develop programming to assist in alleviating this barrier for students.

Education about Title IX procedures and campus policies in regards to stalking may be an important step as 5.4% of students reported having some sort of stalking behavior impact their personal safety. More policy education about the new stalking law "Tracy's Law" which targets a person "acting with an improper purpose who intentionally follows, harasses, telephones or initiates communication" with another person, any member of the person's immediate family, or any third party "with whom the person is acquainted." Adding these messages to online education programs would be an efficient way to inform all incoming students.

We will address high risk alcohol use by implementing an online education program that incoming students will take before they begin college at Auburn. It will help to increase abstinence for underage drinking as well as give students a baseline knowledge of the science of how ethanol impacts the body. Goal setting through this program will be crucial to decrease blackouts and drinking and driving.

We will share this information broadly with the Division of Student Affairs to assist with any other unit program design. This information will also be shared with parents, via Camp War Eagle and parent newsletters. It also will be shared with students via outreach presentations and the Be Well Hut peer education weekly programming. We will continue to develop stakeholders such as orientation class instructors so that they can use this data to increase positive study behaviors (sleep, stress) and healthy relationships to first-year students.

We will continue to use the ACHA/NCHA II survey. A way that we can continue to improve the survey would be to increase the number of our respondents by increasing the population asked to do the survey, and sending an online survey out to a randomly selected cross-section of the student body. These steps would increase the reliability of the study.

Additional Comments

Assessment Method 2:
Assessment Method Description
Findings
Baseline Project Results (If Applicable)
How did you use findings for improvement?
Additional Comments

Assessment Method 3:
Assessment Method Description
Findings
Baseline Project Results (If Applicable)
How did you use findings for improvement?
Additional Comments

Assessment Method 4:
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Additional Comments
Safe Harbor

The Office of Health Promotion & Wellness Services will see an increase in the number of students reporting to Safe Harbor and will provide students with appropriate resources and referrals.

Assessment Method 1: Qualitative Data Collection

Assessment Method Description
2012-2013 was the second full academic year that Health Promotion and Wellness Services was responsible for administrative oversight for Safe Harbor.

The Safe Harbor Incident Reporting Form is a checklist completed by Safe Harbor advocates after meeting with a survivor of interpersonal violence. The checklist includes various information pertaining to the incident date, type of incident, assailant information, survivor/victim information, use of drugs and/or alcohol, and information pertaining to reporting to the police. This information is collected and tabulated to identify themes. Notification of campus resources takes place from this form so that campus safety statistics are correct and consistent. Advocates take notes on which services students take advantage of, and which they are not using.

- Resources Checklist
- Safe Harbor Protocol

Findings
During the 2012 calendar year, Safe Harbor received 22 calls. This is a slight increase from previous year which was 20 calls. Eight students reported to the police before contacting Safe Harbor and no students reported to the police after a referral was made by Safe Harbor. Eleven students chose not to contact the police.

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Off Campus</td>
<td>16</td>
</tr>
<tr>
<td>Non-Consensual Intercourse</td>
<td>12</td>
</tr>
<tr>
<td>Sexual Contact</td>
<td>11</td>
</tr>
<tr>
<td>Sexual Harassment (peer)</td>
<td>1</td>
</tr>
<tr>
<td>Sexual Harassment (university personnel)</td>
<td>1</td>
</tr>
<tr>
<td>Physical Violence (peer)</td>
<td>3</td>
</tr>
<tr>
<td>Physical Violence (stranger)</td>
<td>2</td>
</tr>
<tr>
<td>Physical Stalking</td>
<td>0</td>
</tr>
<tr>
<td>Date Rape Drug Suspected</td>
<td>0</td>
</tr>
<tr>
<td>Alcohol Involved - Accused</td>
<td>5</td>
</tr>
<tr>
<td>Alcohol Involved - Survivor</td>
<td>5</td>
</tr>
<tr>
<td>Known Assailant</td>
<td>12</td>
</tr>
</tbody>
</table>

The majority of these reports are consistent with national trends. Generally speaking, the majority of college women who experience sexual assault know the assailant. Interestingly, the involvement of alcohol was much lower than what is expected given the national trends. Additionally, the involvement of alcohol was significantly lower this year than last year.

The three highest findings were students facing sexual assault off-campus, non-consensual intercourse, and survivors knowing the assailant. In the lower findings, it was interesting that alcohol was involved with both the accused and survivor. The checklist showed that students were least likely to report to the police after meeting with Safe Harbor. The most used resource was the student counseling center and class accommodations.

Baseline Project Results (If Applicable)
How did you use findings for improvement?

To continue improvement of Safe Harbor, this year Safe Harbor instituted notifying the Title IX coordinator of incidences involving AU students. This policy will help assist the students using our services to file a complaint against another Auburn student while being compliant with the Sexual Violence Elimination Act (SaVE Act).

As a result of these findings, the office of Health Promotion and Wellness Services is planning a large scale bystander intervention training program to reduce the number of off-campus assaults that go on in our community. Bystander Intervention is one of the only programs that show promise in non-consensual/known assailant sexual assaults on college campuses. Faculty, staff, popular opinion leaders, and student leaders will be trained with the most current bystander intervention program. After this program is in place we hope to see more students are able to persist through school without violence.

To address weaknesses we will look deeper into an educational campaign which educates students on what academic accommodations are available to them through the Safe Harbor program. Although 22 students reported in to Safe Harbor we know that sexual assault is underreported and that only 10% of all sexual assaults are reported. An educational campaign can break down the barriers for students who choose not to report because they do not know the services we have in place for them. From the number of students who asked for these accommodations, it would seem that if more students knew about this service then maybe more would use Safe Harbor, and report acts of interpersonal violence.

Additional Comments

Assessment Method 2:
Assessment Method Description
Findings
Baseline Project Results (If Applicable)
How did you use findings for improvement?
Additional Comments
Assessment Method 3:
Assessment Method Description
Findings
Baseline Project Results (If Applicable)
How did you use findings for improvement?
Additional Comments
Assessment Method 4:
Assessment Method(s) Description
Findings
Baseline Project Results (If Applicable)
How did you use findings for improvement?
Additional Comments

Tiger Education Screening Intervention (TESI)

Students will report fewer negative consequences with drinking alcohol as a result of their participation in the Office of Health Promotion and Wellness Services' TESI program.

Assessment Method 1: Mixed methods approach combing a web-based survey/feedback tool with qualitative interviewing.
Assessment Method Description
Tiger Education Screening Intervention (TESI) serves as the first point of contact for students who have experienced an alcohol related incident or simply want to learn more about their alcohol use. TESI is modeled after best practice programs at other schools.

Referrals are first required to attend an intake meeting with a TESI facilitator. During this intake meeting, referrals participate in a motivational interviewing session in which qualitative data is recorded by the facilitator. Following this interview, referrals are then instructed to participate in a personalized, evidence-based, online prevention intervention for alcohol, the eCHECKUPTOGO. This online educational tool provides personalized feedback to the referral. This personalized feedback, combined with the qualitative interviewing data, are then used in the follow up meeting with the referral, scheduled for 4 weeks after the initial meeting.

During this follow up meeting, referrals once again go through a brief qualitative interview session as well as provide facilitators with data, measuring their drinking over the past 4 weeks (following the initial meeting). This data is then compared to the data gathered during the intake meeting. By comparing these two sets of data, in a pre/post format, facilitators are then able to assess the student's drinking behaviors on a before & after scale. Facilitators are then able to determine the effectiveness of the referrals' TESI intervention as well as determine if the students met their personal goals that they set in the initial appointment.

TESI appointments take one hour and are available by appointment at the Health Promotion and Wellness Center fall and spring terms.

Students are expected to reduce the following drinking numbers:
- Number of drinks consumed per week
- Number of drinks consumed per month
- Average BAC levels
- Maximum BAC levels

Students are expected to reduce the following health consequences resulting from dangerous drinking:
- Hangovers
- Vomiting
- Blackouts
- Injuries
- Alcohol Poisoning

Students can be self-referrred to TESI. Most of the referrals for TESI come from the conduct office, students have to complete TESI as part of the sanctioning process.

295 students were referred and seen in TESI.

Findings
### Initial Meeting vs. Follow Up Percent Change

<table>
<thead>
<tr>
<th></th>
<th>Initial Meeting</th>
<th>Follow Up</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average # of Drinks/Month</td>
<td>59</td>
<td>29</td>
<td>-58%</td>
</tr>
<tr>
<td>Average # of Drinks/Week</td>
<td>15</td>
<td>7</td>
<td>-47%</td>
</tr>
<tr>
<td>Average Blood Alcohol Concentration (BAC)</td>
<td>.14</td>
<td>.07</td>
<td>-52%</td>
</tr>
<tr>
<td>Maximum BAC</td>
<td>.2</td>
<td>.11</td>
<td>-70%</td>
</tr>
<tr>
<td>Experienced Hangovers</td>
<td>83%</td>
<td>48%</td>
<td>-34%</td>
</tr>
<tr>
<td>Experienced Vomiting</td>
<td>73%</td>
<td>6%</td>
<td>-67%</td>
</tr>
<tr>
<td>Experienced Blackouts</td>
<td>63%</td>
<td>0%</td>
<td>-100%</td>
</tr>
<tr>
<td>Experienced Injuries</td>
<td>7%</td>
<td>0%</td>
<td>-100%</td>
</tr>
</tbody>
</table>

### Spring 2013

<table>
<thead>
<tr>
<th></th>
<th>Initial Meeting</th>
<th>Follow Up</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average # of Drinks/Month</td>
<td>62</td>
<td>32</td>
<td>-48%</td>
</tr>
<tr>
<td>Average # of Drinks/Week</td>
<td>17</td>
<td>8</td>
<td>-53%</td>
</tr>
<tr>
<td>Average BAC</td>
<td>0.13</td>
<td>0.08</td>
<td>-41%</td>
</tr>
<tr>
<td>Maximum BAC</td>
<td>0.21</td>
<td>0.13</td>
<td>-38%</td>
</tr>
<tr>
<td>Experienced Hangovers</td>
<td>96%</td>
<td>41%</td>
<td>-58%</td>
</tr>
<tr>
<td>Experienced Vomiting</td>
<td>79%</td>
<td>2%</td>
<td>-97%</td>
</tr>
<tr>
<td>Experienced Blackouts</td>
<td>78%</td>
<td>4%</td>
<td>-94%</td>
</tr>
<tr>
<td>Experienced Injuries</td>
<td>14%</td>
<td>1%</td>
<td>-92%</td>
</tr>
<tr>
<td>Experienced Alcohol Poisoning</td>
<td>9%</td>
<td>0%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Strengths of TESI are lowering negative consequences from drinking such as blackouts (where students lose memory), vomiting, and blood alcohol concentration. The weaknesses of TESI is that it is an individual intervention (1 staff member to 1 student) and takes an hour of time from a staff member. At this time, because an ipad is used
only, one staff person can do TESI at one time. This lowers the number of students served and can cause the student to wait a few weeks for appointments.

- Intake Form
- TESI Follow-Up

**Baseline Project Results (If Applicable)**

**How did you use findings for improvement?**

TESI is based off of the effective Brief Motivational Screening program. The only program to get the highest tier of effectiveness rating from the National Institute on Alcohol Abuse and Alcoholism. TESI has shown extreme reductions in students' average drinks per month, average BAC and other negative outcomes. Since TESI assists students in making their own goals students who do TESI are much more likely to follow-through with the goals as you can see in the reductions.

This program helps to show that we do not only give students sanctions for being caught with alcohol, we actually function on a learning model. TESI educates students about their bad decisions and using their feedback to teach them healthier behaviors and ultimately behavior change. These are skills they can continue to use at Auburn and later in life. It also ties in to the institutions strategic goals to emphasize student retention and achievement. Alcohol use by students is the second leading predictor of academic success (Everfi, 2013). If we can mitigate high-risk alcohol use, students are more likely to persist and complete their degree on time.

We will continue to use TESI to decrease negative impacts. We could improve our marketing for self-referrals for TESI appointments but along with that we would need purchase more ipads to keep up with the high client load. The finding show that it would be a worth while investment because the changes students are making are positive.

**Additional Comments**

**Assessment Method 2:**

**Assessment Method Description**

**Findings**

**Baseline Project Results (If Applicable)**

**How did you use findings for improvement?**

**Additional Comments**

**Assessment Method 3:**

**Assessment Method Description**

**Findings**

**Baseline Project Results (If Applicable)**

**How did you use findings for improvement?**

**Additional Comments**

**Assessment Method 4:**

**Assessment Method(s) Description**

**Findings**

**Baseline Project Results (If Applicable)**

**How did you use findings for improvement?**

**Additional Comments**
Medical Clinic

**Expected Outcome**

Auburn University Medical Clinic will increase the number of patients that utilize the patient portal during the first year of implementation.

**Assessment Method 1: Patient Portal Utilization Reports**

**Assessment Method Description**

The Auburn University Medical Clinic will implement an online patient portal solution that will allow Auburn University students the ability to interact with their healthcare providers at the campus Medical Clinic from their smartphones, tablets, or computers. The patient portal will allow patients to pay bills, request appointments, request prescription refills, or transmit a message to a member of the staff.

Patient portal utilization is tracked by the third-party company that provides the patient portal service. This transmitted data identifies the overall number of unique accounts activated and the number of overall patient portal logins each month.

Patients were verbally notified of our new patient portal system by registration representatives, by medical staff they encountered, and by check-out representatives. Flyers are also hung throughout the Medical Clinic to notify patients of the options and capabilities of the patient portal.

**Findings**

![Total Activated Accounts](image)

<table>
<thead>
<tr>
<th>Month</th>
<th>New Accounts Activated</th>
<th>Total # of Patients</th>
<th>% Patients Signed Up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug-12</td>
<td>522</td>
<td>3490</td>
<td>15%</td>
</tr>
<tr>
<td>Sep-12</td>
<td>252</td>
<td>4434</td>
<td>6%</td>
</tr>
<tr>
<td>Oct-12</td>
<td>231</td>
<td>5079</td>
<td>5%</td>
</tr>
<tr>
<td>Nov-12</td>
<td>170</td>
<td>3702</td>
<td>5%</td>
</tr>
<tr>
<td>Dec-12</td>
<td>92</td>
<td>1155</td>
<td>8%</td>
</tr>
<tr>
<td>Jan-13</td>
<td>253</td>
<td>3740</td>
<td>7%</td>
</tr>
<tr>
<td>Feb-13</td>
<td>294</td>
<td>4067</td>
<td>7%</td>
</tr>
<tr>
<td>Mar-13</td>
<td>395</td>
<td>3487</td>
<td>11%</td>
</tr>
<tr>
<td>Apr-13</td>
<td>501</td>
<td>4154</td>
<td>12%</td>
</tr>
<tr>
<td>May-13</td>
<td>470</td>
<td>2263</td>
<td>21%</td>
</tr>
<tr>
<td>Jun-13</td>
<td>710</td>
<td>1822</td>
<td>39%</td>
</tr>
<tr>
<td>Jul-13</td>
<td>680</td>
<td>1974</td>
<td>34%</td>
</tr>
</tbody>
</table>
Through the data provided to us from our third-party patient portal service provider, we were able to determine that the number of patient portal accounts that have been activated has steadily increased over the course of the year (August 2012 - July 2013).

![Portal Logins Chart]

<table>
<thead>
<tr>
<th>Monthly Logins</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug-12</td>
</tr>
<tr>
<td>Sep-12</td>
</tr>
<tr>
<td>Oct-12</td>
</tr>
<tr>
<td>Nov-12</td>
</tr>
<tr>
<td>Dec-12</td>
</tr>
<tr>
<td>Jan-13</td>
</tr>
<tr>
<td>Feb-13</td>
</tr>
<tr>
<td>Mar-13</td>
</tr>
<tr>
<td>Apr-13</td>
</tr>
<tr>
<td>May-13</td>
</tr>
<tr>
<td>Jun-13</td>
</tr>
<tr>
<td>Jul-13</td>
</tr>
</tbody>
</table>

The data also showed that the number of logins has fluctuated over the course of the year, but has increased overall over time. The number of logins in December and in May show significant decrease; however, the breaks between semesters are likely to be the cause of these temporary declines.

**Baseline Project Results (If Applicable)**

**How did you use findings for improvement?**

The findings from the patient portal utilization reports showed increasing usage of our patient portal. We have used this data to determine that while an increasing number of patients are using the patient portal, we will continue to encourage more of our patients to sign up and utilize the services provided through it.

Feedback from the patient satisfaction survey that is distributed to every patient at the end of each visit showed some dissatisfaction with patients’ ability to access the Auburn University Medical Clinic by telephone. The patient portal is expected to alleviate some of the necessity for telephone access by offering patients the ability to pay bills, request appointments, request prescription refills, or communicate with a member of our staff online.

**Additional Comments**

**Assessment Method 2:**
Assessment Method Description
Findings
Baseline Project Results (If Applicable)
How did you use findings for improvement?
Additional Comments
Assessment Method 3:
Assessment Method Description
Findings
Baseline Project Results (If Applicable)
How did you use findings for improvement?
Additional Comments
Assessment Method 4:
Assessment Method(s) Description
Findings
Baseline Project Results (If Applicable)
How did you use findings for improvement?
Additional Comments

### Patient Satisfaction

Patients will be satisfied with the level of care and services they received as a result of utilizing the Auburn University Medical Clinic.

#### Assessment Method 1: Patient Satisfaction Survey

**Assessment Method Description**

A patient satisfaction survey is distributed on paper to each patient after each of his/her visit(s). The surveys are used to determine the level of satisfaction patients have with several different points of interest, including the physical facility, telephone access, helpfulness of reception, time waited, technical skill and personal manner of medical staff, explanation of his/her condition and treatment, and overall satisfaction with his/her experience. The survey also gives each patient the opportunity to state whether or not he/she would recommend Auburn University Medical Clinic to others and to write any additional comments. Attached is the document given to each patient to provide feedback. We had 39,120 patients during the time frame of this project (August 2012 - July 2013) of which 46% of those patients returned the survey with their responses.

**Findings**

The findings from our surveys during this reporting time period (August 2012 - July 2013) are as follows:

1. Physical facility (4.98/5)
2. Telephone access (4.90/5)
3. Helpfulness of reception (4.95/5)
4. Time waited (4.75/5)
5. Technical skill of medical staff (4.96/5)
6. Personal manner of medical staff (4.96/5)
7. Explanation of condition and treatment (4.95/5)
8. Overall satisfaction with visit (4.95/5)
9. Over 87% of all participants in the survey responded that they would recommend the Medical Clinic to others.

The results are on based on a five-point scale, with 1 being the lowest score and 5 being the best.

**Baseline Project Results (If Applicable)**

**How did you use findings for improvement?**
The findings of the patient satisfaction survey showed extremely high satisfaction with all points surveyed except the amount of time patients must wait to see a health care provider. This data is being used to improve the quality of the patients' waiting experience. This is being accomplished through reorganizing the system by which patients are taken back from the waiting room to a health care provider's patient room. While the overall wait time will not significantly change, this reorganization will allow patients to remain in the main waiting area longer rather than confined to a smaller room and moved multiple times prior to seeing a clinician. The entertainment in the waiting area has been upgraded in order to improve the quality of the time that patients are waiting. This has been accomplished through providing multiple flat-screen television in the waiting area with cable service to each one so that patients are able to watch current events and shows while waiting.

The findings also showed that the percentage of patients willing to recommend Auburn University Medical Clinic to others was comparatively low. This was determined to be caused by the layout of the survey which causes many patients to possibly overlook the question and submit the survey without answering the question at all. The survey has since been revised to make the recommendation question more prominently visible.

The findings showed that patients are generally satisfied with the physical appearance of our facility, telephone access to our staff, the helpfulness of the reception desk, the technical skill and personal manner of our medical staff, the explanation of their condition and treatment, and their overall satisfaction with each visit. Auburn University Medical Clinic will strive to continue to maintain the high level of care and service that our patients have experienced and expect.

**Additional Comments**

**Assessment Method 2:**

**Assessment Method Description**

**Findings**

**Baseline Project Results (If Applicable)**

**How did you use findings for improvement?**

**Additional Comments**

**Assessment Method 3:**

**Assessment Method Description**

**Findings**

**Baseline Project Results (If Applicable)**

**How did you use findings for improvement?**

**Additional Comments**

**Assessment Method 4:**

**Assessment Method(s) Description**

**Findings**

**Baseline Project Results (If Applicable)**
How did you use findings for improvement?

Additional Comments
Student Counseling Services

**Client Satisfaction**

As a result of utilizing Student Counseling Services (SCS), clients will be satisfied with all aspects of counseling services including the office environment, ease of scheduling appointments, impressions of counselors, evaluation of clinical services, and improvement in client presenting issues.

**Assessment Method 1: Client Satisfaction Survey**

**Assessment Method Description**

The purpose of the Client Satisfaction Survey is to monitor and evaluate client satisfaction across an array of dimensions. The Client Satisfaction Survey provides quantitative data on levels of agreement in client satisfaction. The Client Satisfaction Survey consists of 28 questions with a 4-point Likert rating scale ranging from 1 (Strongly Disagree) to 4 (Strongly Agree) for response purposes. Response averages are calculated for current, as well as longitudinal assessment. The criteria for comparison is as follows: A rating of a "3" is desired at a minimum suggesting agreement on the part of clients with services received from Student Counseling Services (SCS) while a rating of a "4," or strong agreement with services received, is aspirational. Data is collected and monitored on a semester basis. SCS has been formally collecting this data since the 2008 spring Semester.

Data regarding the Client Satisfaction Survey was collected during the two week period after mid-terms (October 5-19, 2012 and February 25-March 11, 2013) during which time all clients (N=587) who presented at SCS were asked to complete the survey in paper form. The response rate was approximately 18.9% (N = 111) and reflects the percentage of clients who were willing to complete the survey. The six questions below were selected as a sample in an effort to reflect the different service dimensions assessed by the survey. Clients were asked to rate their level of agreement with the following statements: 1. I experienced improvement in the condition or problems for which I sought services. 2. I would recommend SCS to a friend. 3. I regard the SCS as a necessary part of the University. 4. My counselor helped me to develop better ways of coping with my concerns. 5. I am satisfied overall with my own growth as a result of counseling services. 6. By coming for counseling, I am better able to function academically.

- [Client Satisfaction Survey](#)

**Findings**

The results have consistently been positive and students agree their overall experience at SCS has been more than satisfactory. Average Item Scores (fall 2012 – spring 2013) Item 1 = 3.54; Item 2 = 3.91; Item 3 = 3.89; Item 4 = 3.66; Item 5 = 3.63; Item 6 = 3.37 (N= 111). After last year’s assessment, it was hypothesized that the lower (relative to other items) score on Item 6 (3.23 for 2011-12) was due to the wording of the item.

For the academic year 2012-13, Item 6 (By coming for counseling, I am better able to function academically.) was revised to include the following prompt, “Did the presenting issue(s) that you came to SCS to address affect your academic performance? If ‘yes,’ then please respond to the next item. If ‘no,’ mark 0 – Not Applicable.” After comparing the score on Item 6 for the academic year 2012-13 to the score on Item 6 for the academic year 2011-12, there did appear to be an increase in score for Item 6 (3.37 for 2012-13) as compared to the previous academic year (3.23 for 2011-12) suggesting that the wording may have been a factor with respect to student response.

**Baseline Project Results (If Applicable)**

**How did you use findings for improvement?**

SCS has not changed any of the primary elements associated with its service as the Client Satisfaction Survey findings have been consistently positive for the past 5 years. It is clear that students find significant value in SCS (Item 3 = 3.89).

The response rate (18.9%) for completing the Client Satisfaction Survey for the academic year 2012-13 was of concern and efforts will be made to increase the response rate for the academic year 2013-14. Review of options for potential online and/or email survey method(s) will be conducted in an effort to receive feedback from a larger population of students served by SCS.

The Item 6 score increased from 3.23 (2011-12) to 3.37 (2012-13). For the academic year 2013-14, the revised Item 6 (By coming for counseling, I am better able to function academically.) was revised to include the following prompt, ”Did the presenting issue(s) that you came to SCS to address affect your academic performance? If ‘yes,’ then please respond to the next item. If ‘no,’ mark 0 – Not Applicable.” will continue to be monitored in order to see
if the change continues to be more accurate assessment of client’s beliefs about how counseling might affect academic performance.

SCS established a Student Advisory Board during the 2012-2013 academic year in an effort to increase student input with respect to policies and procedures of and related services provided by SCS. For example, the Client Satisfaction Survey was reviewed by the Board in hopes of making the survey more student friendly and relatedly, to enhance the quality and, in turn, the completion rates pertaining to the survey. The Board suggested a number of changes including addressing the length of the survey to include an initial brief survey and then an extended survey for those who are willing to provide additional feedback. They also proposed individual question formatting changes. The Board’s proposed changes have been reviewed and are under consideration with related planned changes for modification of the 2013-2014 Client Satisfaction Survey.

In addition, SCS clinical services staff were informed of the Client Satisfaction Survey data and feedback was solicited with respect to ways in which to modify the survey to enhance data collected for improvement of services purposes for the academic 2013-14 year.

Additional Comments
Assessment Method 2:
Assessment Method Description
Findings
Baseline Project Results (If Applicable)
How did you use findings for improvement?
Additional Comments
Assessment Method 3:
Assessment Method Description
Findings
Baseline Project Results (If Applicable)
How did you use findings for improvement?
Additional Comments
Assessment Method 4:
Assessment Method(s) Description
Findings
Baseline Project Results (If Applicable)
How did you use findings for improvement?
Additional Comments

Counseling Services Utilization Rates
Student Counseling Services (SCS) will see an increase in counseling services utilization rates and will use the rate increase for use in data-driven decision making for expanding its staff and increasing its funding.

Assessment Method 1: Quantitative Analysis

Assessment Method Description
SCS monitors the total number of unique students presenting at the center and the total number of appointments in a given academic year. This is accomplished through Titanium Software, a computer based system commonly found in many college counseling centers. A quantitative analysis was conducted to count the number of students who access counseling services and the number of contacts they have with SCS. This data is compared to previous years (e.g., 2011-2012).
Findings
Between fall 2012 (August 16-November 30, 2012) and fall 2013 (August 21-December 6, 2013), the total number of unique students (clients) that were seen at SCS totaled 1,349. This was an increase of 119 students (clients) from the previous year and represented a 9.7% increase. The total number of appointments at SCS between fall 2012 and fall 2013 was 9,884. This was an increase of 542 appointments from the previous year and represented a 5.8% increase. Notably, the increased rates were accomplished while having one less senior staff clinician than the previous year. A drop-in group in between intake and/or individual counseling sessions was offered during the 2012-2013 academic year in response to observed increased service utilization rates as a means to increase access to counselors as needed for support purposes.

Baseline Project Results (If Applicable)

How did you use findings for improvement?
Relative to approval by the Division of Student Affairs for a new counselor salary line for the 2012-2013 academic year, a search for a new SCS counselor was conducted and was successful resulting in the addition of another SCS counselor for the 2013-2014 semester. At the same time, given the trend of increased utilization by students for the 2012-2013 academic year, it has been indicated that the Division of Student Affairs is considering ways in which to add additional counselor salary line(s) for the coming academic years to be determined with respect to other staff additions during the 2013-2014 academic year.

Related to observed increased utilization rates, the additional service option of attending a drop-in group in between intake and/or individual counseling sessions was offered during the 2012-2013 academic year to students in an effort to increase access to counselors for support purposes. This service option will continue to be offered as needed to students during the 2013-2014 academic year. The number of other groups available to students in addition to the drop-in group have been increased as well. In addition, Emergency appointment times were added to counselors’ schedules in an effort to enhance service availability to students in need of immediate assistance.

Additional Comments

Assessment Method 2:
Assessment Method Description
Findings
Baseline Project Results (If Applicable)
How did you use findings for improvement?
Additional Comments
Assessment Method 3:
Assessment Method Description
Findings
Baseline Project Results (If Applicable)
How did you use findings for improvement?
Additional Comments
Assessment Method 4:
Assessment Method(s) Description
Findings
Baseline Project Results (If Applicable)
How did you use findings for improvement?
Additional Comments
Auburn University Parents’ Association E-Newsletters
The Office of Parent & Family programs will determine there is a correlation between parents receiving the Auburn University Parents’ Association e-mails and the retention of students to a second year at Auburn University.

Assessment Method 1: Tracking

Assessment Method Description
Students in the fall 2011 cohort, whose parents joined the Auburn University Parents’ Association at Camp War Eagle, were compared to students whose parents did not join.

Enrollment for these students from first fall to second fall was calculated to understand levels of persistence.

Demographic information for these students was collected (i.e. gender, race, Greek-affiliation, and GPA).

The Office of Institutional Research and Assessment used Parents’ Association information provided by the Office of Parent and Family Programs to conduct analyses and generate the report. See attached report in findings section.

Findings
Of the 4,195 students entering in the fall class of 2011, a little under a one-third had a parent join the Parents' Association. While re-enrollment rates for both groups of students were high, those who had a parent involved in the association showed a two percentage point higher chance of re-enrolling (91.3% as opposed to 89.2%). The differences were more pronounced for several sub-groups in the student population.

- Parent Association Retention Fall 2011

Baseline Project Results (If Applicable)

How did you use findings for improvement?
In addition to keeping the consistency of the every-other week e-newsletter, a new focus will be made to have every newsletter include content in the following areas: academics, engagement, career, health and wellness.

Additional Comments
This is the first year of a multi-year study to evaluate how involvement in the Auburn University Parents’ Association is related to retention of first-year students.

Assessment Method 2:

Assessment Method Description

Findings

Baseline Project Results (If Applicable)

How did you use findings for improvement?

Additional Comments

Assessment Method 3:

Assessment Method Description

Findings

Baseline Project Results (If Applicable)

How did you use findings for improvement?

Additional Comments

Assessment Method 4:
Assessment Method(s) Description

Findings

Baseline Project Results (If Applicable)

How did you use findings for improvement?

Additional Comments

Parent Communication Strategies

The Office of Parent & Family Programs will see that its 2012-2013 communication plan is effective.

Assessment Method 1: Satisfaction survey

Assessment Method Description

Data was collected from June 20, 2013 - July 31, 2013 using the online software provided by the company which publishes the parent e-newsletter, Emma. The software allows us to send a survey electronically to our entire membership. The survey is sent via e-mail with an online survey for parents to complete.

The survey was sent to 8,111 members of the Auburn University Parents Association. (Note: there are additional members, but the emails to those members bounced back and were not received.) The results were obtained from the responses of 260 responders.

Findings

81% of respondents agree or strongly agree that the Auburn Family and Parent-to-Parent e-newsletters provided by Auburn University are a valuable resource.

76% of respondents said that Auburn provided “Just the right amount” of communication to parents.

77% agree or strongly agree that Auburn University provides helpful information to parents regarding campus resources available to assist with student success.

The top three ways respondents listed they wanted to receive communication from Auburn University are: email (93%), e-newsletters (54%), and mailed newsletters (19%).

Baseline Project Results (If Applicable)

How did you use findings for improvement?

The Office of Parent and Family Programs will continue to offer e-mailed newsletters to keep parents informed about Auburn University. Additionally, a printed summer newsletter will be mailed to parents of the fall 2013 class to prepare them for the upcoming semester and transition.

Additional Comments

Assessment Method 2:

Assessment Method Description

Findings

Baseline Project Results (If Applicable)

How did you use findings for improvement?

Additional Comments

Assessment Method 3:
Findings
Baseline Project Results (If Applicable)
How did you use findings for improvement?
Additional Comments
Assessment Method 4:
Assessment Method(s) Description
Findings
Baseline Project Results (If Applicable)
How did you use findings for improvement?
Additional Comments
Achieving Monthly Goal of Personal Visits with Probable Donors

Student Affairs Development will achieve its goal of 112 personal visits, set by the Associate Vice President for Development at Auburn University, within 7 months in order to maximize gift potential for probable donors by moving them along the donor giving continuum as a result of personal visits.

Assessment Method 1: Quantitative Method- Count of personal visits

Assessment Method Description
A goal of 16 personal visits per month is established between the Associate Vice President for Constituent Development, and Student Affairs Development on an annual basis. Student Affairs Development is accountable to this goal and the Associate Vice President for Constituent Development reviews the progress to-date on a monthly basis with Student Affairs Development.

Personal visits consist of meaningful face-to-face contact with probable donors and include significant donor engagement and solicitations. After a personal visit occurs with a probable donor, Student Affairs Development enters a contact report into Advance, a computer software system that the Office of Development for Auburn University uses to enter and store data on individual donors, probable donors, and alumni of Auburn University. Each individual in the system has a donor identification number that is unique to them. This software is only accessible by members of the Office of Development for Auburn University and houses a myriad of information on donors to Auburn University.

A personal visit contact report consists of a detailed description of the personal visit between the probable donor/donor and Student Affairs Development. The time, date, and location the meeting was held is always included in the contact report. This contact report also includes the point at which the probable donor is on the donor giving continuum which consist of four stages- initial visit, cultivation, solicitation, and stewardship. Initial visits are the first face-to-face contact made with probable donors and allow for the gathering of pertinent information regarding the individual's giving capacity, level of interest in giving to Auburn University, and what area or constituency the individual has an affinity for giving. Cultivation is the primary means of engagement with probable donors and usually the majority of personal visits are for the purposes of cultivating the probable donor. Solicitation is the point of engagement when Student Affairs Development asks for a gift from the probable donor. Stewardship visits are with individuals who have already made a gift to Auburn University. Personal visits can consists of one or more visits with the same probable donor and is at the discretion of Student Affairs Development to determine the number of visits per month with each individual probable donor.

Upon entering a contact report into the Advance system, the data on the individual probable donor is updated immediately. Student Affairs Development can export the data from Advance into an Excel spreadsheet to sort and filter the information if needed.

The data reflected in this outcome is for 7 months due to the Office of Development for Auburn University operating on a calendar year and the reporting year for this report falling from August 2012- July 2013.

<table>
<thead>
<tr>
<th>Personal Visits per Month</th>
<th># of visits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan-13</td>
<td>16</td>
</tr>
<tr>
<td>Feb-13</td>
<td>17</td>
</tr>
<tr>
<td>Mar-13</td>
<td>16</td>
</tr>
<tr>
<td>Apr-13</td>
<td>17</td>
</tr>
<tr>
<td>May-13</td>
<td>6</td>
</tr>
<tr>
<td>Jun-13</td>
<td>17</td>
</tr>
<tr>
<td>Jul-13</td>
<td>16</td>
</tr>
</tbody>
</table>

Student Affairs Development achieved 94% of its 7 month goal (105 total personal visits/ 112 total personal visits). As demonstrated in the table above, the months of February, April, and June included the highest number of personal visits at 17 per month. The lowest month, May, resulted in 6 personal visits. Reasons for lower results in the month of May were due to personal time away from the office by development staff.

Baseline Project Results (If Applicable)

How did you use findings for improvement?
Student Affairs Development achieved 6% less than the expected outcome and will use this information to ensure full-time staffing levels are maintained during the month of May since results indicated fewer personal visits that month.
In the coming year, Student Affairs Development will collect geographic information for each personal visit in order to more efficiently use its time and resources to maximize the number of personal visits. The limited results helped the office to realize that collecting additional information would be beneficial.

**Additional Comments**

**Assessment Method 2:**

**Assessment Method Description**

**Findings**

**Baseline Project Results (If Applicable)**

**How did you use findings for improvement?**

**Additional Comments**

**Assessment Method 3:**

**Assessment Method Description**

**Findings**

**Baseline Project Results (If Applicable)**

**How did you use findings for improvement?**

**Additional Comments**

**Assessment Method 4:**

**Assessment Method(s) Description**

**Findings**

**Baseline Project Results (If Applicable)**

**How did you use findings for improvement?**

**Additional Comments**

### Reaching Annual Goal of Probable Donor Visits Through Research Referrals

Upon receiving a goal of probable donor visits from the Associate Vice President for Development, Student Affairs Development will increase the reach of its probable donors by submitting a suspect assignment request on at least 4 individuals from whom a research referral has been assigned from January 1 to July 31, 2013.

**Assessment Method 1:** Quantitative Method- Count of suspect assignment requests

**Assessment Method Description**

The Office of Development employs a number of research analysts responsible for researching probable donors and Student Affairs Development is assigned a specific research analyst. The research conducted consists of, but is not limited to, the probable donor’s relationship to Auburn University, their giving capacity, and any additional information that will assist in accomplishing an initial visit between Student Affairs Development and a probable donor.

The research analysts have numerous methods and resources to obtain important data on a probable donor. Upon gathering information on an individual probable donor, the research analysts compiles the data and sends it as a referral via email to Student Affairs Development. The research analyst also enters the referral as a "research referral assignment" into the Advance computer software system which establishes the probable donor as a specific assignment for Student Affairs Development for a period of 6 months. The average research referral assignments received is 30 to 35 per year for Student Affairs Development. These referrals afford Student Affairs Development the opportunity to make contact with a probable donor for an appointment for an initial personal visit if they choose.

Upon selecting an individual research referral to pursue for an opportunity as a probable donor, Student Affairs Development requests a new assignment in the Advance system called a suspect assignment. The Associate Vice President for Constituency Development reviews the request and approves the request in the Advance system. A suspect assignment establishes an active assignment for Student Affairs Development and alerts other university development constituencies of the assignment in the Advance system. When the suspect assignment status for a probable donor is given to Student Affairs Development then attempts to make contact with the probable donor is made to set up an appointment for an
initial personal visit.

Findings
The findings suggest that the outcome was exceeded. As a result of 7 research referrals a total of 7 suspect assignments were created in the Advance system and 7 probable donor initial visits were made. The goal of 4 visits increased by 57%.

Baseline Project Results (If Applicable)

How did you use findings for improvement?
Although the outcome was exceeded, Student Affairs Development will use the findings to establish a more aggressive goal for the coming year.

Additional Comments

Assessment Method 2:

Assessment Method Description

Findings

Baseline Project Results (If Applicable)

How did you use findings for improvement?

Additional Comments

Assessment Method 3:

Assessment Method Description

Findings

Baseline Project Results (If Applicable)

How did you use findings for improvement?

Additional Comments

Assessment Method 4:

Assessment Method(s) Description

Findings

Baseline Project Results (If Applicable)

How did you use findings for improvement?

Additional Comments

Student Affairs Development Constituency Gift Commitment Goal
Student Affairs Development will meet or exceed its constituency gift commitment goal set by the Associate Vice President for Constituency Development from January 2013 to July 2013.

Assessment Method 1: Quantitative Method- Total number of dollars received

Assessment Method Description
Student Affairs Development is assigned annual financial and productivity goals relative to the portfolio of the constituency with specific targets for significant donor engagement and solicitations. Student Affairs Development is accountable to these goals and meets monthly with the Associate Vice President for Constituent Development to review progress to-date and to strategize on closing gifts. The Associate Vice President for Constituent Development
and the Vice President for Development review progress toward goals on a monthly basis.

The gift commitment goal for January 2013 through July 2013 was set at $117,000.00. Through significant donor engagement solicitations for gifts that were made and closed. Donors send their gifts or pledges to Student Affairs Development. These gifts are in the form of check or credit card. A gift transmit form is filled in with the donors biographical information, and allocated to the appropriate program the donor wishes to support by a unique allocation code. The gift is then sent to development accounting for processing. Once the gift is processed, Student Affairs Development receives receipt of the gift, and development accounting adds the gift in the Advance system under that specific donor. The gift transaction date, constituency gift credit, type of transaction, and dollar amount is also recorded in the Advance system.

### Findings

<table>
<thead>
<tr>
<th>CONSTITUENCY</th>
<th>TRANS_TYPE</th>
<th>RECORD_DATE</th>
<th>LEGAL_CREDIT</th>
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<tbody>
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<tr>
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<td>7/15/2013</td>
<td>$5,000.00</td>
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<tr>
<td>Total Gifts</td>
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<td></td>
<td>$157,867.50</td>
</tr>
</tbody>
</table>

The findings suggest that the outcome was exceeded by 74% from January 2013 through July 2013. The findings are reflected in the table above.

### Baseline Project Results (If Applicable)

**How did you use findings for improvement?**

Although the outcome was exceeded, Student Affairs Development will use the findings to further research these donors in regard to gender, Auburn alumni status, and parents of current Auburn students to gain insight into which individuals will be future probable donors.

### Additional Comments

**Assessment Method 2:**

**Assessment Method Description**

**Findings**

### Baseline Project Results (If Applicable)

**How did you use findings for improvement?**

**Additional Comments**

**Assessment Method 3:**

**Assessment Method Description**

**Findings**

### Baseline Project Results (If Applicable)

**How did you use findings for improvement?**

**Additional Comments**
Assessment Method 4:
Assessment Method(s) Description
Findings
Baseline Project Results (If Applicable)
How did you use findings for improvement?
Additional Comments