Room Layout Pilot - 2107

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Template:

Strategic Planning Department Outcome with 2017 Rubric (Archived)

Outcome Number:

2

Outcome Short Title:

Room Layout Pilot - 2107

Outcome Statement:

As a result of pilot testing one permanent room set-up during 2019-2020, Student Center will see a 5% increase in usage for room 2107 between fall/spring 2018-2019 to fall/spring 2019-2020.

Type of Outcome:

Program Outcome

Staff Consensus:

All members of the Student Center professional staff team assembled in May 2019 during a team meeting to decide on appropriate outcomes for the 2019-2020 year. In August 2019, the Student Center professional staff team met with the Director for Assessment and Strategic planning to fine tune outcomes. Discussions among the Student Center staff continued throughout the year as work on outcomes progressed. Conversations also focused on how outcomes and the assessments being conducted would connect to and impact Student Affairs Operations (Operational Excellence) and Auburn University Strategic Priorities (Operational Excellence).

Attached Files
There are no attachments.

Outcome Communication:

The Student Center professional team shared the outcome in team meetings to communicate the outcome with all personnel levels. The nature of this outcome does not lend itself for sharing with students or student employees. Although, any students or student groups who are making reservations will be notified that the permanent set-up is available.

Action Steps to Achieve Outcome:

- Set up pilot room (Bryan Wilson, summer 2019)
- Pull reports at beginning of each month from EMS to determine reservation usage in previous month and compare to figures for previous year (corresponding month) (Kathryn-Ruth Sasser, monthly)
- Send notes about room set-ups, room issues, rooms rearranged, etc. (Bryan Wilson & Michael Sczuniano, weekly)
- Analyze and share findings (Kathryn-Ruth Sasser, summer 2020)
- Develop and administer pilot satisfaction survey (Kathryn-Ruth Sasser, develop - fall/administer ongoing starting in October)
- Collect/Download Data from Baseline (Kathryn-Ruth Sasser, spring/summer 2020)
- Analyze findings from survey (Student Center professional Team, summer 2020)
- Examine usage figures from the two years (Student Center professional team, summer 2020)
- Student Center professional team to meet to review data and decide if pilot set-ups should be permanent (Student Center professional team, summer 2020)

Assessment Method 1:

Satisfaction Survey

Method 1 Description:

Beginning in October 2019, a baseline survey was created and administered to Student Center Reservations customers who reserved 2107 between October 2019 and March 2020. The survey was sent on Monday mornings to the customers who had reserved the space the week before. The survey included questions about how satisfied with the state of the preset room, their preferred room set-up style, and how likely they were to request the space again.

The data collected in the survey is stored in baseline and then exported to Excel analysis. The data was used to determine satisfaction with the space and if customers would be in favor of the space being a permanent theater set.

Attached Files
There are no attachments.

Method 1 Findings:

Overall, the majority of groups that reserved 2107 AND responded to the survey between October 2019 to March 2020 were University departments - 54.55%. Student Groups made up 36.36% of respondents, and the remaining 9.09% were from external partners. 100% of respondents rated the room overall as "above average" or "excellent". 60% of respondents said that theater style was their preferred room set-up and 80 % or respondents said that they were "moderately likely" or "very likely" to book the space again in a theater set-up.

These findings were shared with Student Center professional staff members during team meetings in the summer of 2020.

Attached Files
There are no attachments.

Method 1 Baseline Data (If Applicable):

Attached is a copy of the survey results including the questions that were asked.

Room 2107 Satisfaction Survey   *Room 2107 Survey Data August19-March20*
Data Source Generated: Oct 2, 2020, 7:33:56 PM

Method 1 Use of Findings for Improvement:

If we were to run the survey again, one area we need to focus on is improving response rates. 23.91% of survey recipients responded. Ideally, we want a close to 100%. Since most reservations occur more than once (i.e. a group will use the room every Monday from 5 - 6 pm), some groups were receiving the survey each week but only filling out one time. We need to communicate to these customers, that ideally we would like them to complete the survey weekly.

Method 1 Additional Comments:

Due to COVID-19 and the University moving to alternate operations in mid-March 2020, University events were canceled and the Student Center was closed. Events did not resume and the building did not reopen until to June 29, 2020. Because of the cancellations of events, closure of the building, as well as limited reservations in July and August 2020; we decided to not administer the survey beyond March 2020.

Assessment Method 2:

Usage Tracking

Method 2 Description:

At the beginning of each month, the Student Center Reservations office pulled reservation data for Room 2107 via EMS to determine how many times the room was reserved during the previous month. A custom-built query in EMS is used that captures the event date, the set-up the customer requested, the event name, and the customer name. The data captured in the query is then exported to an Excel document. In the Excel file, the data is sorted into a Pivot Table and then compared to the set-up data from the same month the year prior. A copy of the January 2020 Room Set-Up file is included as an example.

Attached Files

5 January 2020 Room Set-Up data.xls

Method 2 Findings:

Beginning in August of 2019, the Student Center piloted a permanent theater set room. While usage of room 2107 decreased by 17.9% in 2019-2020 (174 reservations between August 2019 and March 2020, compared to 212 in the same time period in 2018-2019), requests for theater set rooms throughout the building increase by 5.72% (47.72% in 2018-2019 to 53.44% in 2019-2020).

While the exact outcome was not met (5% increase in usage of 2107), we do view this outcome as successful. By using the comparison reports from our EMS booking system, we have identified that a permanent theater set is needed. By creating a permanent theater set space, this will allow for a smaller turnover window in the space. A smaller turnover window allows us to get more groups into the space throughout the day.

These findings were shared with Student Center professional staff members during team meetings in the summer of 2020.

Attached Files
There are no attachments.

Method 2 Baseline Data (If Applicable):

Method 2 Use of Findings for Improvement:

Even though usage of 2107 decreased, 2107 will remain as a permanent theater set going forward. To accommodate the increase in theater-style requests, Student Center Reservations staff will prioritize reserving 2107 for groups requesting a theater set by working to promote the room with clients including advertising and moving events needing a theater set in other spaces into 2107.

Method 2 Additional Comments:

Due to COVID-19 and the University moving to alternate operations in mid-March 2020, University events were canceled and the Student Center was closed. Events did not resume and the building did not reopen until to June 29, 2020. Because of the cancellations of events, closure of the building, as well as limited reservations in July and August 2020; we decided to not track reservations in 2107 beyond March 2020.

Assessment Method 3:

Method 3 Description:

Attached Files
There are no attachments.

Method 3 Findings:

Attached Files
There are no attachments.

Method 3 Baseline Data (If Applicable):

No Data Sources have been added.

Method 3 Use of Findings for Improvement:

Attached Files
There are no attachments.

Method 3 Additional Comments:

Start:

8/17/2019

End:

8/15/2020

Progress:

Completed

Providing Department:

Student Center

Responsible Roles:

Related Items

Supports *(Connected Up)*:
OPERATIONAL EXCELLENCE
Auburn University AU Goal/Commitment

Supported By *(Connected Down)*:
No supported by items currently associated

Traffic Data

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Template:

Strategic Planning Department Outcome with 2017 Rubric (Archived)

Outcome Number:

3

Outcome Short Title:

Traffic Data

Outcome Statement:

As a result of continued building improvements and upgraded dining venues, Student Center staff will maintain the same average monthly traffic from academic year 2018-2019 to academic year 2019-2020.

Type of Outcome:

Program Outcome

Staff Consensus:

All members of the Student Center professional staff team assembled in May 2019 during a team meeting to decide on appropriate outcomes for the 2019-2020 year. In August 2019, the Student Center professional staff team met with the Director for Assessment and Strategic planning to fine tune outcomes. Discussions among the Student Center staff continued throughout the year as work on outcomes progressed. Conversations also focused on how outcomes and the assessments being conducted would connect to and impact Student Affairs Operations (Operational Excellence) and Auburn University Strategic Priorities (Operational Excellence).

Attached Files
There are no attachments.

Outcome Communication:

Student Center professional team shared the outcome in team meetings to communicate the outcome with all personnel levels. The nature of this outcome does not lend itself for sharing with students or student employees. Although, findings may be shared once complete.

Action Steps to Achieve Outcome:

- Collect monthly data from people counter collection system (Steve-ongoing)
- Enter data from counters into a tracking spreadsheet (Patricia-ongoing)
- Analyze and share findings (Student Center Team - summer 2020)
- Create a survey to assess the reasons students, faculty, and staff visit the Student Center. (Kathryn-Ruth Sasser, fall 2019)
- Administer the survey to students, faculty, and staff with assistance from Assessment & Strategic Planning (Kathryn-Ruth Sasser, fall 2019)
- Analyze and share survey findings with Student Center staff and additional constituents as needed (Kathryn-Ruth Sasser, summer 2020)

Assessment Method 1:

Student Center Traffic Survey

Method 1 Description:

Note: While the survey was helpful in understanding our patrons needs and habits, this was not our primary assessment method.

A survey was developed in conjunction with the Assessment and Strategic Planning Office in October 2019. The survey was sent to around 6,000 participants that represented a cross section of the campus community, students (undergraduate and graduate), faculty, and staff.

The purpose of the survey was to understand why campus community members visit the Student Center. The survey had 11 close-ended questions and 3 short form answer questions. The 3 short form answer questions asked respondents to describe how their Student Center experience could be improved; while the 11 close-ended questions focused on reasonings for visiting

the Student Center, length of stay in the space, frequency of visits to the space, and overall satisfaction with staff, meeting spaces, and dining options.

Attached Files
There are no attachments.

Method 1 Findings:

The survey data was collected in Baseline and then exported to an excel spreadsheet where it was reviewed. Open-ended responses were then color-coded to determine which office or area of the Student Center and/or Dining Services these responses needed to be shared with. This was the first year the survey was conducted and there is no prior year data to compare the results to.

Our survey had a response rate of 11.7%. 65.8% of respondents were undergraduate students, 10% were graduate students, and 24.2% were faculty and staff.

48.2% of respondents stated that they visit the Student Center to eat at a dining venue or to make a purchase at the War Eagle Supply Co. Additionally, 34.7% of those that completed the short form questions, talked about dining venues in their answers. All data related to dining venues will be shared in the future with the Dining Office.

The data the Student Center found most interesting is that 93.6% of respondents were moderately or very satisfied with the meeting spaces offered in the building and 78.5% of respondents expressed satisfaction with the public spaces in the building.

These findings were shared with Student Center professional staff members during team meetings in the summer of 2020.

Attached Files
There are no attachments.

Method 1 Baseline Data (If Applicable):

Attached is a copy of the survey responses. This does not include the open ended responses.

Student Center Usage Survey - Fall 2019
Data Source Generated: Oct 6, 2020, 2:39:46 PM

Graph - Traffic Survey

Method 1 Use of Findings for Improvement:

Due to COVID-19 and the University moving to alternate operations, the data found in the survey was not shared with the larger Student Center team nor campus partners impacted by the survey. We hope to share this data in 2020-2021.

Another area of improvement that the study highlighted was public spaces in the building. Some confused the dining spaces with public spaces and we will work with dining to make sure those respondents concerns are addressed. For the Student Center, 29% of respondents who completed the short form questions expressed concern with seating and study space availability. The Student Center will evaluate these concerns and address them as we are able.

As this was the first year the survey was conducted, we hope to be able to administer the survey again in future years to see if satisfaction levels or reasons for visiting the building have changed.

Method 1 Additional Comments:

Assessment Method 2:

Object Video Counter

Method 2 Description:

Collect traffic numbers from the Object Video System. Compute average monthly totals. Compare from 2018-2019 academic year to 2019-2020 academic year. The object video system collects the number of entries into the building and records this data by day and time and month. The count is unduplicated, meaning that it counts only entries into the building. The object video system report generated by SCO staff includes monthly totals for traffic patterns. SCO staff logs each monthly total in Microsoft Excel to understand traffic patterns throughout the year. Traffic was analyzed by month in order to understand if the outcome was achieved.

Attached Files
There are no attachments.

Method 2 Findings:

We were not able to capture visitor numbers to the Student Center this year. During the summer of 2019, we were made aware of an issue with the software we were using and it was determined that we would need to purchase new software. In working with OIT to research software, it was determined that an additional bid would need to be submitted for equipment as our current hardware would not support the updated software.

With the emergence of COVID-19 in early 2020, leading to the University closing the Student Center and moving to an alternate operating model; we were unable to acquire the new software and hardware. We did not complete this outcome for 2019-2020.

At this time, we cannot determine if the outcome was met or not met. With no data on traffic throughout the building, we cannot say for certain how our traffic numbers compared to previous years.

Attached Files
There are no attachments.

Method 2 Baseline Data (If Applicable):

Method 2 Use of Findings for Improvement:

Method 2 Additional Comments:

Assessment Method 3:

Method 3 Description:

Attached Files
There are no attachments.

Method 3 Findings:

Attached Files
There are no attachments.

Method 3 Baseline Data (If Applicable):

No Data Sources have been added.

Method 3 Use of Findings for Improvement:

Attached Files
There are no attachments.

Method 3 Additional Comments:

Start:

8/17/2019

End:

8/15/2020

Progress:

Completed

Providing Department:

Student Center

Responsible Roles:

Related Items

Supports *(Connected Up):*

OPERATIONAL EXCELLENCE
Auburn University AU Goal/Commitment

Supported By *(Connected Down):*

No supported by items currently associated

Professional Development Program Pilot for Student Workers

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Template:

Strategic Planning Department Outcome with 2017 Rubric (Archived)

Outcome Number:

1

Outcome Short Title:

Professional Development Program Pilot for Student Workers

Outcome Statement:

As a result of implementation of the Student Center's Professional Development program, Foy Information Desk student employees will demonstrate job duty skills/tasks at a score of 3 or higher at the end of 2019-20 in performance reviews and self-assessments.

Type of Outcome:

Learning Outcome,

Staff Consensus:

All members of the Student Center professional staff team assembled in May 2019 during a team meeting to decide on appropriate outcomes for the 2019-2020 year. In August 2019, the Student Center professional staff team met with the Director for Assessment and Strategic planning to fine tune outcomes. Discussions among the Student Center staff continued throughout the year as work on outcomes progressed. Conversations also focused on how outcomes and the assessments being conducted would connect to and impact Student Affairs Operations (Professional Readiness for Students) and Auburn University Strategic Priorities (Elevated Auburn Experience).

Attached Files
There are no attachments.

Outcome Communication:

Student Center professional team shared the outcome in team meetings to communicate the outcome with all personnel levels. Student employees will be notified about this priority at the student employees' fall meeting.

Action Steps to Achieve Outcome:

- Develop and host Onboarding Session for new supervisors (Kathryn-Ruth Sasser, August 2019)
- Throughout first semester, hold meetings and gather feedback on trainings during the supervisor meetings (Kathryn-Ruth Sasser, monthly during the fall)
- Send Foy Information Desk employees to Career Ready (Kathryn-Ruth Sasser, early fall 2019)
- In spring 2020, have students complete self-evaluation (Andrea Conti-Elkins and Kathryn-Ruth Sasser, spring 2020)
- Create rubric for observing student employees (Kathryn-Ruth Sasser, fall 2019)
- Conduct performance reviews at the end of spring 2020 semester using the rubric (Andrea Conti-Elkins and Kathryn-Ruth Sasser, spring 2020)
- Analyze findings (Andrea Conti-Elkins and Kathryn-Ruth Sasser, summer 2020)
- Share findings (Andrea Conti-Elkins and Kathryn-Ruth Sasser, summer 2020)

Assessment Method 1:

Supervisor Professional Development Program

Method 1 Description:

Note: This is a secondary method and may not align with outcome results.

Between August 2019 and February 2020, Kathryn-Ruth and Andrea met bi-weekly with the Supervisors equating to about 2 meetings a month. In one meeting each month, the beginning of the meeting was set aside to discuss what the Supervisors were learning in the Career Ready program, and how what they were learning could be applied to their at the Foy Desk and beyond. Additionally, we would discuss how what they were learning could be developed into mini-training sessions for all Foy employees.

Attached Files
There are no attachments.

Method 1 Findings:

All supervisors were enrolled in and completed the University Career Center's Career Ready Program. As the University moved online in Spring 2020, so did the Career Ready Program, allowing our students to continue to participate remotely. The supervisors all expressed appreciation for the course. At this time, we have not received the data metrics from the Career Center to support the growth we observed in our students. We hope to receive this data during 2020-2021.

Due to the University moving to alternate operations in March 2020 and the subsequent temporary closure of the Student Center, we were unable to meet with supervisors regularly after February 2020. As many were graduating, this was not an ideal situation. In future years, we hope to be able to close out the year in person and host a more robust yearly wrap up meeting.

These findings were shared with Student Center professional staff members during team meetings in the summer of 2020.

Attached Files
There are no attachments.

Method 1 Baseline Data (If Applicable):

No Data Sources have been added.

Method 1 Use of Findings for Improvement:

There were no new supervisors during the fall of 2019 so an onboarding session was not created during Fall 2019. This is a program we hope to develop in 2020-2021.

In 2020-2021, we do expect to promote employees to supervisors. We plan to enroll those students in the Career Ready Program if it is offered again.

As the Career Center has been slow to share data this past year, we hope to incorporate our own learning assessments in the coming years. We are waiting on their reports and feedback to determine what learning assessments our area should focus on.

Method 1 Additional Comments:

Assessment Method 2:

Performance Review Process

Method 2 Description:

Note: This was our primary method and aligns with our outcome results.

In October 2019, we worked with Assessment and Strategic Planning to develop a rubric for performance evaluations. A copy of the rubric is attached. We evaluated NACE outcomes when developing the rubric and performance review process and chose the 5 that are most important to success at the James E. Foy Information Desk.

In November 2019, all James E. Foy Information Desk employees were made aware of the performance review program that was to be implemented during Spring 2020. The students were presented with the performance review rubric. In January 2020, the employees were again briefed on the performance review process and an overview of the process was described to them. The process is outlined below:

1. Observation Period
    1. Student Center Reservations Manager and Student Center Reservations Supervisor will observe each student employee at least once during the observations period
        1. They will use the "Observations Sheet" to document each observation session. (attached to this outline) The observation sheets notes the time/date/employees working and has an area for notes
    2. Meet Thursday, March 5th to schedule out time for 1:1 meetings
    3. Meet with Supervisors to go over their roles
        1. Will get input on evaluations of desk assistants
        2. Review how to effectively score
2. Self-Evaluation Period
    1. Fall 2019 Mid-Semester meeting: Performance Evaluations and Self-Evaluation introduced to student employees
    2. Mid-Semester Meeting
        1. Review Performance Evaluations and Self-Evaluations with Student employees
        2. Go over self-evaluation process
        3. How to score

        4. Timeline

        5. Where to send completed evaluations

        6. How to schedule an in-person meeting

    3. After meeting: Email students copy of self-evaluation & 1:1 schedule

  3. Performance Evaluation Period

    1. Supervisor/Manager to work together to score rubrics

    2. Supervisor/Manager to meet with supervisors to get their input about desk assistants

  4. 1:1 Meetings Period

    1. Students must complete self-evaluation and 1:1 to be able to work in the summer/fall

    2. When self-evaluations are sent out, a schedule for 1:1s will be sent as well.

        1. Manager/Supervisor will have chosen options that work for them. Split meetings

        2. Students will email their first, second, and third choices

        3. Meetings assigned on a first come/first serve basis

        4. Send meeting invites to students

  3. During 1:1

    1. Review Self-Evaluation

    2. Review Performance Evaluation

    3. Discuss any differences

    4. Discuss steps to take to improve

Attached Files

[James E. Foy Employee 2020 Self-Evaluation Rubric.pdf](#)

Method 2 Findings:

Due to COVID-19 and the University moving to alternate operations in mid-March 2020, University events were canceled and the Student Center was closed. With these changes, our original performance review process had to be scrapped. Fortunately, we were able to conduct the majority of the observations before leaving campus allowing us to move the remainder of the process virtually via Zoom. However, we did decide to make the 1:1 meetings optional instead of mandatory. We understood that many of our students were under considerable personal, financial, and academic stress and did not want to add an additional strain on them.

All 40 student employees were required to complete a self-evaluation using the same rubric that was used by full-time staff to assess student employees' performance. The goal was that on average, students would demonstrate their job duty skills/tasks at a score of 3 or higher at the end of 2019-20 on both the performance reviews and self-assessments.

On average, students tended to rate themselves lower than full-time staff did on the performance review. The average overall score on self-assessments was a 2.2, while the average overall score on the performance review was a 3.1. We did not have as much time as we hoped to this year to fully understand the why behind this score differential but suspect it is occurring because individuals tend to be harder and more critical of themselves. A copy of the full comparison report with personal identifiers removed is attached.

As shown in the comparison report attached, we have determined that this outcome was met. On the performance reviews conducted by Student Center Reservations Professional Staff, almost all students scored a 3 or higher overall. We do acknowledge that not all students met the outcome goal, but steps are being taken to work with those students including additional training both on the job and off.

These findings were shared with Student Center professional staff members during team meetings in the summer of 2020.

Attached Files

[2020_Comparison Chart_CLEAN.xlsx](#)

Method 2 Baseline Data (If Applicable):

Method 2 Use of Findings for Improvement:

Due to COVID-19 and the University moving to alternate operations in mid-March 2020, University events were canceled and the Student Center was closed. The building did not reopen until June 29, 2020. We were unable to share data with larger Student Center staff or the student employees. We hope to share the data with them in 2020-2021.

We will be conducting the performance review process in Spring 2021. We hope to be able to stick to the original process outlined in this report.

Method 2 Additional Comments:

Assessment Method 3:

Method 3 Description:

Attached Files
There are no attachments.

Method 3 Findings:

Attached Files
There are no attachments.

Method 3 Baseline Data (If Applicable):

No Data Sources have been added.

Method 3 Use of Findings for Improvement:

Attached Files
There are no attachments.

Method 3 Additional Comments:

Start:

8/17/2019

End:

8/15/2020

Progress:

Completed

Providing Department:

Student Center

Responsible Roles:

Related Items

Supports *(Connected Up):*

ELEVATED AUBURN EXPERIENCE
Auburn University AU Goal/Commitment

Supported By *(Connected Down):*

No supported by items currently associated