

# 2020 Quality of Co-Curricular Assessment Award

(for 2019-2020 Effectiveness Reports)



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# What is Meta-Assessment?



Meta-assessment goes beyond assessment in that it examines not only the elements of assessment but also the necessary and sufficient conditions as well as the needs of assessment” (McDonald, 2010).



# Foundation

- Assessment reports should consider the audience and drive improvement
- Standards inform methodical approach to reporting
- Meta-assessment considers the conditions and needs of assessment
- Peer review is a best practice and can strengthen the meta-assessment process

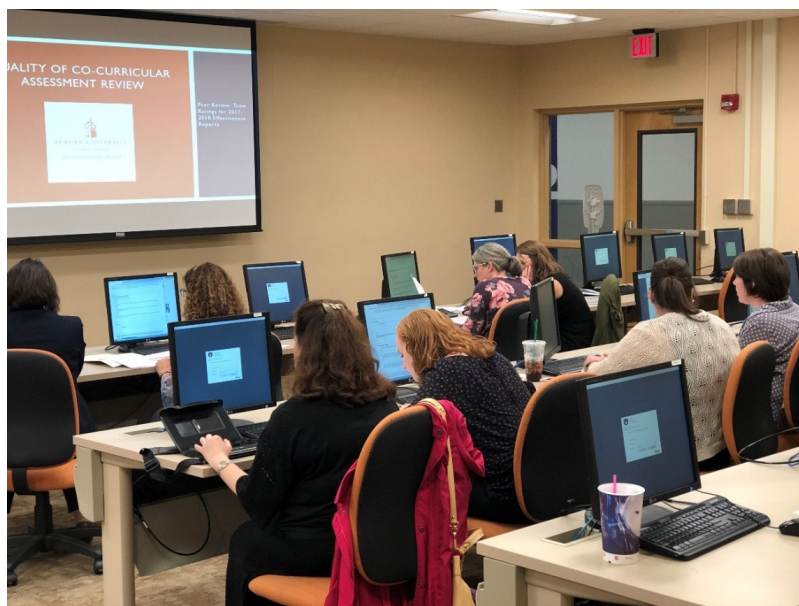


# History of Reporting at AU Student Affairs

## ***Phase I***

- Campus Labs' Compliance Assist was used for entering strategic planning outcomes and for reporting findings as Effectiveness Reports
- Assessment & Strategic Planning (A&SP) provided feedback on reports using a checklist/Time for revisions by departments
- Checklist was used for peer review of revised reports by Assessment Team (A-Team) members/Second opportunity for revisions by departments
- A&SP provided final read through to give “one voice” to report





Unit/Department Report: \_\_\_\_\_ Date Plan Covers: \_\_\_\_\_ Reviewers: \_\_\_\_\_

### Division of Student Affairs (DoSA) Effectiveness Report Review Rubric

Expected Outcome Title: \_\_\_\_\_

Full Description of Expected Outcome: (Use the appropriate learning or outcome block below.)

**Learning Outcome** (Use this for a learning outcome. "What a student (or other stakeholder/s) is to do or think as a result of the program, course, or service.")

Elements	Met	Met (Comments)	Partially Met One or more items from the "Met" column is missing (Comments)	Unclear (Comments)
<b>Clarity</b>	<ul style="list-style-type: none"> <li>Outcome is specific and is a detailed action statement</li> <li>Outcome is congruent with the unit's mission and goals</li> <li>Outcome is written as such and not confused with a goal, action step, etc.</li> </ul>			
<b>Measurable</b>	<ul style="list-style-type: none"> <li>Outcome is able to provide evidence of the educational benefits</li> <li>Outcome is observable</li> </ul>			
<b>Useful/Meaningful</b>	<ul style="list-style-type: none"> <li>Outcome is able to guide the decision making process</li> <li>Outcome is <b>learning</b> centered</li> </ul>			

**Program Outcome** (Use this block for a program outcome. "What a program or process is to do, achieve or accomplish for its own improvement; generally needs/satisfaction driven.")

Elements	Met	Met (Comments)	Partially Met One or more items from the "Met" column is missing (Comments)	Unclear (Comments)
<b>Clarity</b>	<ul style="list-style-type: none"> <li>Outcome is specific and is a detailed action statement</li> <li>Outcome is congruent with the unit's mission and goals</li> <li>Outcome is written as such and not confused with a goal, action step, etc.</li> </ul>			
<b>Measurable</b>	<ul style="list-style-type: none"> <li>Outcome is able to provide evidence of the operational benefits</li> <li>Outcome is observable</li> </ul>			
<b>Useful/Meaningful</b>	<ul style="list-style-type: none"> <li>Outcome is able to guide the decision making process</li> <li>Outcome is <b>operationally</b> centered</li> </ul>			



Unit/Department Report: \_\_\_\_\_ Date Plan Covers: \_\_\_\_\_ Reviewers: \_\_\_\_\_

#### Assessment Methods

Elements	Met	Met (Comments)	Partially Met One or more items from the "Met" column is missing (Comments)	Unclear (Comments)
Aligned	<ul style="list-style-type: none"> <li>Method(s) linked to specific outcome</li> <li>Criteria for achieving outcome identified</li> </ul>			
Appropriate	<ul style="list-style-type: none"> <li>Multiple methods incorporated or planned</li> <li>Direct method(s) for assessing learning is used as appropriate</li> <li>Method(s) used is logical choice for measuring stated outcome</li> <li>Sufficient information is provided for the method (ex: # of participants, response rates, survey items, scales, etc.)</li> </ul>			

#### Findings

Elements	Met	Met (Comments)	Partially Met One or more items from the "Met" column is missing (Comments)	Unclear (Comments)
Analysis	<ul style="list-style-type: none"> <li>Congruence between the type of data obtained and the data analysis method</li> <li>Strengths and weaknesses revealed when the results are discussed</li> </ul>			
Interpretation	<ul style="list-style-type: none"> <li>Results interpreted in the context of improvement</li> <li>Data interpreted within appropriate scope (e.g., generalizability, return rates, population defined, sampling used, multiple results or comparisons are provided etc.)</li> </ul>			

Unit/Department Report: \_\_\_\_\_ Date Plan Covers: \_\_\_\_\_ Reviewers: \_\_\_\_\_

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

Elements	Met	Met (Comments)	Partially Met One or more items from the "Met" column is missing (Comments)	Unclear (Comments)
<b>Decisions</b>	<ul style="list-style-type: none"><li>Describes conclusions and decisions drawn from assessment data/evidence</li><li>Improvement was clearly linked to assessment findings</li></ul>			
<b>Intended Actions</b>	<ul style="list-style-type: none"><li>Describes actions for improvement based on evidence</li></ul>			
<b>Communication</b>	<ul style="list-style-type: none"><li>Shares assessment decisions and actions with unit/department faculty and staff and other relevant constituencies</li></ul>			
<b>Process Reflection</b>	<ul style="list-style-type: none"><li>Evaluates appropriateness of:<ol style="list-style-type: none"><li>Instrument/data collection tool</li><li>Process/methods used</li><li>Defines improvements/refinements to assessment process</li></ol></li></ul>			

**OTHER COMMENTS:**

- This was the original “rubric”
- It was used more like a checklist; we were ready for a more robust process

# History of Reporting at AU Student Affairs

## ***Phase II***

- Need for a quantifiable process of reviewing assessment reports = creation of new Quality of Co-Curricular Assessment rubric
- Academic Assessment at Auburn uses a similar process
- Periodic Review is a best practice: 360° Feedback
- Peer Review categorized in the broader sweep of performance review
- Interest of fairness
- Getting the Assessment Team more involved as reviewers is collaborative/opportunities to learn about other departments
- Those involved in process can take knowledge back to departments



## Auburn SA Quality of Co-Curricular Assessment Rubric Development:

- 2016-2017 - Provided several examples to A-Team, including AU academic assessment example
- A-Team feedback pulling pros and cons from various rubrics
- Ultimately, adapted from AU Academic Affairs rubric
- Incorporated the elements of the SA assessment reports
- Changed to allow for reviewing program outcomes in addition to learning
- Anthology: Decision to build rubric in a Baseline survey format
- (Note: ***Phase III***: this rubric was revised in 2020-2021 for use in reviews after that date)



	1-Beginning	2-Developing	3-Mature	4-Exemplary
<b>1. Type of Outcome:</b> Correct and clear indication of whether the outcome is a student learning outcome or a program outcome. A student learning outcome measures what a student (or other stakeholder) is to know, think, or do as a result of participating in a program, course, or service. A program outcome measures what a program seeks to do, achieve, or accomplish for the purposes of improvement.				
1a. <i>Clarity of Outcome Assignment</i>	No outcome type is indicated.	Type of outcome is indicated; however, verbiage is not robust enough to determine if outcome is correctly assigned.	Verbiage is robust; type of outcome is indicated but is not correctly assigned according to the language of the indicated outcome type. (program/learning).	Verbiage is robust; type of outcome is indicated AND is correctly assigned according to the language of the indicated outcome type. (program/learning).
<b>2. Outcome Construction:</b> Outcome is agreed upon and shared within the functional area, is structured with the necessary components, and contains an appropriate verb (An outcome is an identifiable, measurable, end-results of a program).				
2a. <i>Outcome Structure</i>	No outcome is provided; or an unclear statement is included from which the structure cannot be evaluated.	An outcome is provided, and <i>SOME</i> of the following components are included: outcome is action-driven, outcome is specific; functional area is named, includes appropriate and measurable verb; indicates an audience, behavior, condition, and degree; and is realistic/attainable within the timeframe indicated.	An outcome is provided, and <i>MOST</i> of the following components are included: outcome is action-driven, outcome is specific; functional area is named, includes appropriate and measurable verb; indicates an audience, behavior, condition, and degree; and is realistic/attainable within the timeframe indicated.	The action-driven outcome is specific; names the functional area; contains an appropriate and measurable verb; indicates an audience, behavior, condition, and degree; and is realistic/attainable within the timeframe indicated.
2b. <i>Staff Consensus</i>	The report does not indicate that a discussion regarding outcome development took place <i>NOR</i> that consensus among functional area staff members was achieved.	There is evidence that some discussion took place regarding the development of the outcome; however, the report did not indicate inclusivity among <i>ALL</i> staff within the functional area <i>NOR</i> did the report indicate that departmental priorities and initiatives to support intuitional and division-wide plans were considered.	There is evidence that a discussion took place regarding the development of the outcome <i>AND</i> the report indicated that departmental priorities and initiatives to support intuitional and division-wide plans were considered; however, the report did not indicate inclusivity among <i>ALL</i> staff within the functional area.	The report indicates that this outcome was developed through a collaborative process in which <i>ALL</i> functional area staff members were included in a discussion about departmental priorities and initiatives to support institutional and division-wide plans.
2c. <i>Outcome Communication</i>	The report does not indicate that the outcome was communicated (directly or indirectly) to staff or students.	There is evidence that this outcome was made public (e.g. available on website); however, it does not appear that the outcome was intentionally shared with staff or students.	There is evidence that this outcome was intentionally shared with functional area staff (e.g. staff meeting, email, etc.) <i>OR</i> students affiliated with the office or program (e.g. student officer meetings, student employee trainings, orientations, etc.).	There is evidence that this outcome was intentionally shared with functional area staff <i>AND</i> students affiliated with the office or program (e.g. student officer meetings, student employee trainings, orientations, etc.).
<b>3. Related:</b> Indication of linkages between outcome and divisional and institutional initiatives.				
3a. <i>Linkages to Strategic Initiatives</i>	The outcome was not related to a division <i>NOR</i> institutional initiative.	The outcome was related; however, it was not related to both a division and institutional initiative <i>OR</i> the outcome was related to more than one division initiative or more than one institutional initiative.	The outcome was related to both a division and institutional initiative; however, the outcome was related to more than one division initiative <i>OR</i> more than one institutional initiative.	The outcome was related to both a division and institutional initiative; the outcome was related to <i>only one</i> division initiative and <i>only one</i> institutional initiative.
<b>4. Action Steps:</b> A list of the incremental tasks necessary to achieve broader objectives including a description of the assigned personnel and timeframe for each item.				
4a. <i>Steps for Outcome Achievement</i>	No action steps provided.	Action steps are provided; however, no indicated timeframe <i>NOR</i> assigned personnel included for achieving each action step.	Action steps are provided and <i>SOME</i> items include an indicated timeframe and/or assigned personnel for achieving each action step.	Action steps are provided and <i>ALL</i> items include an indicated timeframe <i>AND</i> assigned personnel for achieving each action step.



	1-Beginning	2-Developing	3-Mature	4-Exemplary
<b>5. Method:</b> Description of methodology utilized to assess the outcome through direct or indirect methods.				
5a. <i>Method Alignment</i>	No measures provided OR no evidence of outcome-measure alignment.	A <u>vague</u> description of the method was provided; however, it was unclear if method measured what was stated in the outcome; AND unclear if the method of choice was appropriate for the type of outcome indicated (e.g. direct measure for learning outcome).	A <u>detailed</u> description of the method was provided; it was unclear if method measured what was stated in the outcome OR it was unclear if method of choice was appropriate for the type of outcome indicated (e.g. direct measure for learning outcome).	A <u>detailed</u> description of the method was provided; method measured what was stated in the outcome; AND the method of choice was appropriate for the type of outcome indicated (e.g. direct measure for learning outcome).
5b. <i>Data Collection</i>	The report does not reveal information concerning data collection procedures.	The report includes a description of the data collection process; however, the description is too vague to make inferences regarding soundness.	The report includes details such as dates, sampling procedures, sample sizes, survey questions, scales, administration technique, steps for analysis, etc.; however, the methodology was flawed (e.g. improper sampling).	The report includes the details such as dates, sampling procedures, sample sizes, survey questions, scales, administration technique, steps for analysis, etc. AND the process appears to be methodologically sound.
<b>6. Findings:</b> Assessment results reported and interpreted in relation to the student learning outcomes and communicated with program faculty.				
6a. <i>Reporting Findings</i>	No summary of findings was reported.	A summary of findings was described including <u>SOME</u> of the following: congruence between the type of data obtained and the data analysis method/s, strengths and weaknesses of results, interpretation of results in the context of improvement, findings interpreted within the appropriate scope (e.g. generalizability), comparison data if available, AND notation of whether the outcome was met.	A summary of findings was described including <u>MOST</u> of the following: congruence between the type of data obtained and the data analysis method/s, strengths and weaknesses of results, interpretation of results in the context of improvement, findings interpreted within the appropriate scope (e.g. generalizability), comparison data if available, AND notation of whether the outcome was met.	A thorough summary of findings was described including <u>ALL</u> of the following: congruence between the type of data obtained and the data analysis method/s, strengths and weaknesses of results, interpretation of results in the context of improvement, findings interpreted within the appropriate scope (e.g. generalizability), comparison data if available, AND notation of whether the outcome was met.
6b. <i>Interpretation of Findings</i>	The report did not include any interpretation of findings.	The report included <u>some</u> interpretation of findings; however, the description of the interpretation was vague AND was unrelated to the outcome and findings.	The report included a clear interpretation of findings; and the interpretation related to the outcome and findings; however, the report did not thoroughly address issues that may have affected findings.	The report included a clear interpretation of findings; the interpretation related to the outcome and findings; AND the report considered issues that affected findings (e.g. limitations, environmental factors, flawed instrument, multiple influences on the phenomenon in question, etc.).
<b>7. Findings for Improvement:</b> Summary and communication plan for the improvements to be made to a program or initiative, as determined from findings.				
7a. <i>Process Reflection/Intended Actions</i>	No evidence of process reflection or plan for intended action.	The report described a plan for improvement; however, the report did not address linkages to outcome findings, a plan for addressing weaknesses, NOR a plan for improvements to the assessment process.	The report described action for improvement <u>based on outcome findings</u> ; however, the report did not include a plan for addressing weaknesses identified in findings AND/OR did not outline improvements to the assessment process.	The report described action for improvement <u>based on outcome findings</u> ; included a plan for addressing weaknesses identified in findings; outlined improvements to the assessment process.
7b. <i>Sharing Results</i>	The report provided no evidence that findings or plans for improvements were communicated with functional area staff members NOR other stakeholders.	The report includes evidence that findings and plans for improvement were communicated with <u>SOME</u> functional area staff members and/or other stakeholders.	The report includes evidence that findings and plans for improvement were communicated with <u>ALL</u> functional area staff members AND other stakeholders.	The report includes evidence that findings and plans for improvement were communicated with <u>ALL</u> functional area staff members and other stakeholders AND there was a dedicated time for this discussion among staff members.

# Steps in the Meta-Assessment A&SP Review Process

- Train raters using sample report with new rubric
- Assessment & Strategic Planning (A&SP) Review/Time for departments to make revisions (all outcomes)
- A&SP Review (top 3 outcomes)—Individual
- A&SP Review Adjudication— Pairs
- A&SP Final Review—Quality Control





AUBURN UNIVERSITY

0% Complete

## Quality of Co-Curricular Assessment 2019-2020: ASP Review - Initial

Question 1

Department:

Select Answer



Question 2

Reviewer Name:

Select Answer



NEXT



## Quality of Co-Curricular Assessment 2019-2020: ASP Review - Initial

### 1. Type of Outcome

**1. Type of Outcome:** Correct and clear indication of whether the outcome is a student learning outcome or a program outcome. A student learning outcome measures what a student (or other stakeholder) is to know, think, or do as a result of participating in a program, course, or service. A program outcome measures what a program seeks to do, achieve, or accomplish for the purposes of improvement.

### Question 4

#### 1a. Clarity of Outcome Assignment:

- ☐ 1- Beginning- No outcome type is indicated
- ☐ 1.25
- ☐ 1.5
- ☐ 1.75
- ☐ 2- Developing- Type of outcome is indicated; however, verbiage is not robust enough to determine if outcome is correctly assigned.
- ☐ 2.25
- ☐ 2.5
- ☐ 2.75
- ☐ 3- Mature- Verbiage is robust; type of outcome is indicated but is not correctly assigned according to the language of the indicated outcome type. (program/learning).
- ☐ 3.25
- ☐ 3.5
- ☐ 3.75
- ☐ 4- Exemplary- Verbiage is robust; type of outcome is indicated AND is correctly assigned according to the language of the indicated outcome type. (program/learning).

### Question 5

#### Comments:

### 2. Outcome Construction

**2. Outcome Construction:** Outcome is agreed upon and shared within the functional area, is structured with the necessary components, and contains an appropriate verb (An outcome is an identifiable, measurable, end-results of a program).

### Question 6

#### 2a. Outcome Structure-

- ☐ 1- Beginning- No outcome is provided; or an unclear statement is included from which the structure cannot be evaluated.
- ☐ 1.25

	1-Beginning	2-Developing	3-Mature	4-Exemplary
<b>1. Type of Outcome:</b> Correct and clear indication of whether the outcome is a student learning outcome or a program outcome. A student learning outcome measures what a student (or other stakeholder) is to know, think, or do as a result of participating in a program, course, or service. A program outcome measures what a program seeks to do, achieve, or accomplish for the purposes of improvement.				
1a. Clarity of Outcome Assignment	No outcome type is indicated.	Type of outcome is indicated; however, verbiage is not robust enough to determine if outcome is correctly assigned.	Verbiage is robust; type of outcome is indicated but is not correctly assigned according to the language of the indicated outcome type. (program/learning).	Verbiage is robust; type of outcome is indicated AND is correctly assigned according to the language of the indicated outcome type. (program/learning).
<b>2. Outcome Construction:</b> Outcome is agreed upon and shared within the functional area, is structured with the necessary components, and contains an appropriate verb (An outcome is an identifiable, measurable, end-results of a program).				
2a. Outcome Structure	No outcome is provided, or an unclear statement is included from which the structure cannot be evaluated.	An outcome is provided, and SOME of the following components are included: outcome is action-driven, outcome is specific; functional area is named, includes appropriate and measurable verb; indicates an audience, behavior, condition, and degree, and is realistic/attainable within the timeframe indicated.	An outcome is provided, and MOST of the following components are included: outcome is action-driven, outcome is specific; functional area is named, includes appropriate and measurable verb; indicates an audience, behavior, condition, and degree, and is realistic/attainable within the timeframe indicated.	The action-driven outcome is specific, names the functional area, contains an appropriate and measurable verb, indicates an audience, behavior, condition, and degree, and is realistic/attainable within the timeframe indicated.
2b. Staff Consensus	The report does not indicate that a discussion regarding outcome development took place NOR that consensus among functional area staff members was achieved.	There is evidence that some discussion took place regarding the development of the outcome AND the report did not indicate inclusivity among ALL staff within the functional area NOR did the report indicate that departmental priorities and initiatives to support institutional and division-wide plans were considered.	There is evidence that a discussion took place regarding the development of the outcome AND the report indicated that departmental priorities and initiatives to support institutional and division-wide plans were considered; however, the report did not indicate inclusivity among ALL staff within the functional area.	The report indicates that this outcome was developed through a collaborative process in which ALL functional area staff members were included in a discussion about departmental priorities and initiatives to support institutional and division-wide plans.
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<b>3. Related:</b> Indication of linkages between outcome and divisional and institutional initiatives.				
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<b>4. Action Steps:</b> A list of the incremental tasks necessary to achieve broader objectives including a description of the assigned personnel and timeframe for each item.				
4a. Steps for Outcome Achievement	No action steps provided.	Action steps are provided; however, no indicated timeframe NOR assigned personnel included for achieving each action step.	Action steps are provided and SOME items include an indicated timeframe and/or assigned personnel for achieving each action step.	Action steps are provided and ALL items include an indicated timeframe AND assigned personnel for achieving each action step.



## Quality Control: Final Review

- If the A&SP score is within  $\frac{1}{4}$  point of the peer review score, generally go with peer review
- If there is a huge discrepancy in A&SP and peer review score, look at open ended comments and the report to settle
- Consolidate all and review open ended feedback to be most beneficial to departments for improving next year



## Plan for Data

- Anthology's Baseline & A&SP
  - Comparison Reports
  - Analysis to determine validity, reliability, and develop plans for longitudinal data



# Analyzing

- Internally
  - Department with Highest Average Score
  - Any outliers
  - Patterns between ratings




Outcome Title	TOTAL POINTS																			
	MAX 48	Average	Q19. 1a. Cls	Q21. 2a. Ou	Q23. 2b. St	Q25. 2c. Ou	Q27. 3a. Lin	Q29. 4a. Str	Q31. 5a. M	Q33. 5b. Da	Q35. 6a. Re	Q37. 6b. Int	Q39. 7a. Pri	Q41. 7b. Sharing	Res					
u Increase Residential Dining	38.5	36.5	4.0	4.0	4.0	4.0	4.0	3.5	4.0	3.5	3.0	2.5	1.0	1.0						
u Customer Satisfaction	34.5		4.0	3.5	4.0	4.0	4.0	3.5	2.0	1.5	2.0	2.5	2.5	1.0						
u Locally Sourced Products	36.5		4.0	4.0	4.0	4.0	4.0	3.5	2.0	2.0	3.0	3.0	2.0	1.0						
Improve the All-Greek GPA	48.0	47.7	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0						
Student Development	47.0		4.0	4.0	4.0	3.5	4.0	4.0	4.0	4.0	3.5	4.0	4.0	4.0						
Cross Council Programming	48.0		4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0						
Eagle's Program	44.0	43.3	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	3.0	4.0	4.0	1.0						
Club Sports Concussion Training	42.5		4.0	4.0	4.0	4.0	4.0	4.0	4.0	3.5	3.0	3.0	4.0	1.0						
Increase Referrals	48.0	47.7	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0						
Auburn Cares Awareness	47.0		4.0	4.0	4.0	4.0	4.0	4.0	4.0	3.5	3.5	4.0	4.0	4.0						
Resource Awareness	48.0		4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0						
u Total Page Views	43.5	41.7	4.0	4.0	3.5	4.0	4.0	4.0	4.0	3.0	2.0	3.0	4.0	4.0						
u Total Revenue	41.5		4.0	4.0	3.5	4.0	4.0	3.5	3.0	2.0	3.0	4.0	4.0	2.5						
u Membership Increase	40.0		4.0	4.0	3.5	4.0	4.0	4.0	4.0	2.0	3.0	3.0	3.5	1.0						
Increase 4-Year Graduation Rates through Membership in the AUPFA	48.0	47.3	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0						
Student Retention through Membership in the AUPFA	46.5		4.0	3.0	3.5	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0						
Employee Professional Development	43.5	42.8	4.0	4.0	4.0	4.0	4.0	4.0	4.0	2.0	4.0	4.0	3.5	2.0						
Procedures and Protocols	43.0		4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	3.5	4.0	1.5	2.0						
Warehouse Inventory	42.0		4.0	4.0	3.0	2.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	1.0						
u Increase Percentage of Donors	45.0	45.0	4.0	3.5	4.0	4.0	4.0	3.5	4.0	3.5	4.0	3.0	3.5	4.0						
Residence Hall Programming	48.0	48.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0						
u Room Selection Process	48.0		4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0						
u Move-In Process	48.0		4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0						
u Mobile Check-In	40.5	41.5	4.0	4.0	3.5	4.0	4.0	4.0	4.0	4.0	3.0	2.0	3.0	1.0						
u SGA Career Readiness	42.5		4.0	3.5	3.5	4.0	4.0	3.5	4.0	4.0	4.0	3.0	4.0	1.0						
Professional Development Program Pilot for Student Workers	48.0	48.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0						
Room Layout Pilot - 2107	48.0		4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0						
Traffic Data	48.0		4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0						
Identifying Phases of the Student Conduct Process	48.0	48.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0						
Knowledge Gained Through Third Party Investigation Training	48.0		4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0						
u Reduce time to completion: Notice of Investigation to Third Party Inves	48.0		4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0						
FYS Instructor Confidence Levels	46.5	43.8	3.0	3.5	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0						
Increase CoursEval Participation	48.0		4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0						
FYS Student Competencies	46.5		4.0	4.0	3.5	4.0	4.0	4.0	4.0	4.0	3.5	3.5	4.0	4.0						
Orientation Survey Redesign	41.0		4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	2.0	2.0	4.0	1.0						
u Orientation Counselor Development	37.0		4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	2.0	1.0	1.0	1.0						
Mental Health-Related Service Provision	48.0	48.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0						
Mental Health-Related Information	48.0		4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0						
American Psychological Association (APA)-Accredited Doctoral Internsh	48.0		4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0						
Diversity Initiatives	48.0		4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0						
R Alpha Point Completion	36.0	37.2	4.0	4.0	4.0	4.0	4.0	4.0	4.0	3.0	2.0	1.0	1.0	1.0						
R Peer Wellness Coaching	40.0		4.0	4.0	4.0	4.0	4.0	4.0	3.5	3.0	3.0	3.0	2.5	1.0						
R Safe Harbor	35.5		4.0	4.0	4.0	4.0	4.0	4.0	4.0	2.5	2.0	1.0	1.0	1.0						
R HPV Vaccine	44.5	42.3	4.0	4.0	4.0	4.0	4.0	3.5	4.0	4.0	4.0	4.0	4.0	1.0						
R Clearwave Vactrack	44.5		4.0	4.0	4.0	4.0	4.0	3.5	4.0	4.0	4.0	4.0	4.0	1.0						
R Teledoc Exploration	38.0		4.0	4.0	4.0	4.0	4.0	3.5	3.5	3.5	2.0	3.0	1.5	1.0						
		Average:	3.98	3.93	3.90	3.95	4.00	3.90	3.87	3.62	3.48	3.47	3.47	2.77	3.69					

## Department with the Highest Score

- Exporting and Averaging the scores
- Department with the highest average score across its outcomes was announced as having the strongest report for 2019–2020.
- Four departments tied for the highest score

# Breaking the Tie to select Winner

- Tie Breaking process was submitted to A-Team members
- Utilized anonymous survey for voting process
- Each A-Team member was asked to submit one vote for the award winner

 AUBURN UNIVERSITY

0% Complete

The annual Student Affairs Assessment Award is a way for Assessment & Strategic Planning to recognize Student Affairs departments who are exemplary in reporting the effectiveness of their work through the completion of robust co-curricular assessment reports.

During the 2019-2020 Effectiveness Reporting cycle, we had four units tie with a perfect score on the assessment rubric. To break the tie, we ask that all A-Team members review these top four reports and vote for ONE winner from the options listed below. A copy of each department's Effectiveness Reports have been saved to Box for your review before voting.

<https://auburn.box.com/s/8b62vkxycogj50ylksgcf9zq6qc10lgm>

All votes are confidential.

Question 1

Please make a selection for the 2019-2020 Student Affairs Assessment Award Winner:

☐ SCPS (also won in 17/18 and in 18/19)

☐ Student Conduct (also won in 16/17 and in 18/19)

☐ Student Center

☐ University Housing

NEXT

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# Recognition -

- Having a winner creates pride in department, presents a peer champion, and provides a standard to strive for.
- Award Includes:
  - Recognition at division-wide meeting
  - Catered lunch or lunch at an approved venue
  - Plaque in SVPSA suite



# Contact Information

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