Expected Outcome:
Tax, Computer Training, and Professional Development seminar and program participants will be satisfied with overall quality of instruction

Assessment Method: Participant Feedback Surveys
Participants in Auburn University’s Professional and Continuing Education seminars and programs were asked to complete post program surveys utilizing multiple measures of satisfaction with the instruction. On the scale from 1-Strongly Disagree to 5-Strongly Agree, respondents were asked to evaluate the following aspects of instruction:
- The instructor stated the objectives clearly
- The instructor was knowledgeable concerning the topic(s) covered
- The instructor taught the material in a way that made it seem practical or easily understood.
- The audio/visual aids and other methods used by the instructor to enhance my learning were effective.
- The instructor related to participants and was able to effectively answer questions and concerns.

In addition participants were given the opportunity to provide additional comments on the quality of instruction.

The analysis was conducted separately by the type of seminar/program, i.e. Tax Seminar, Computer Training Program, Professional Development Program:
- The survey of 2,273 Tax Seminar (Fall 2011) participants yielded 106 responses.
- The survey of 91 past computer training participants (Calendar Year 2012) yielded 7 responses.
- The survey of 293 Advanced Placement Summer Institute/Professional Development Education participants yielded 80 responses.

Findings: Quality of Instruction

Weighted averages and standard deviations of the responses were calculated for each survey item.

<table>
<thead>
<tr>
<th>Table 1 Quality of Instruction</th>
<th>Tax Professional Seminar</th>
<th>Computer Training Seminar</th>
<th>Professional Development Education</th>
<th>Professional Development Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>The instructor stated the objectives clearly</td>
<td>4.65 (0.12)</td>
<td>4.57 (0.38)</td>
<td>4.69 (0.16)</td>
<td>4.60 (0.50)</td>
</tr>
<tr>
<td>The instructor was knowledgeable concerning the topic(s) covered</td>
<td>4.70 (0.13)</td>
<td>4.86 (0.93)</td>
<td>4.78 (0.20)</td>
<td>4.60 (0.50)</td>
</tr>
<tr>
<td>The instructor taught the material in a way that made it seem practical or easily understood</td>
<td>4.69 (0.14)</td>
<td>4.43 (0.28)</td>
<td>4.65 (0.17)</td>
<td>4.60 (0.50)</td>
</tr>
<tr>
<td>The audio/visual aids and other methods used by the instructor to enhance my learning were effective.</td>
<td>4.42 (0.09)</td>
<td>4.43 (0.28)</td>
<td>4.51 (0.14)</td>
<td>4.20 (0.40)</td>
</tr>
<tr>
<td>The instructor related to participants and was able to effectively answer questions and concerns.</td>
<td>4.65 (0.14)</td>
<td>4.71 (0.55)</td>
<td>4.68 (0.17)</td>
<td>4.60 (0.50)</td>
</tr>
</tbody>
</table>

In all four types of training, instructor’s knowledge of the subject was evaluated as the most positive by participants; and the effectiveness of audio/visual aids and other methods used by the instructor were evaluated as the least positive.

Most of comments were positive. Some comments suggested possible areas for improvement:
• “I took the tax course in Little Rock last October, 2013. We did not get the instructional book for the full first day, which hindered the learning process. I did, however, enjoy the discount in fee to compensate.” (Participant of Tax Professional Seminar)
• “would prefer more time for input and questions from participants.” (Participant of Tax Professional Seminar)
• “could not hear questions asked.” (Participant of Tax Professional Seminar)
• “the more hands on, exercises etc is always good for retaining information.” (Participant of Tax Professional Seminar)

How were the findings used for improvement?

Based on participant feedback, OPCE has implemented the following measures:

1) Utilization of lapel microphones for speakers in large meeting rooms, and have asked speakers to repeat questions asked by participants so that everyone in the room can hear the question asked.

2) While the delayed delivery of instructional materials is certainly never a good thing, it is not a common occurrence. In the case of the delayed delivery of materials to participants in Little Rock, each participant was refunded a dollar amount equivalent to the cost of the textbook. We certainly hope this never happens again, but in the event it does, OPCE will address these situations on a case-by-case basis and take the appropriate measure to ensure customer satisfaction is guaranteed.

3) In large seminar meetings, where there is always the potential for numerous questions from participants, OPCE has taken to providing participants with index cards for the sole purpose of writing additional questions and submitting to speakers for further follow-up. Our speakers have also been very willing to publish their e-mail addresses to all participants and to provide follow-up responses to questions, assuming the questions have relevance to the topics discussed in the class.

Expected Outcome: Course Content

Tax, Computer Training, and Professional Development seminar and program participants will be satisfied with course content.

Assessment Method: Participant Feedback Surveys

Participants in Auburn University University’s Professional and Continuing Education seminars and programs were asked to complete post program surveys utilizing multiple measures of satisfaction with the instruction. On the scale from 1-Strongly Disagree to 5-Strongly Agree, respondents were asked to evaluate the following aspects of course content:

• The course content matched the stated objectives
• The course content was relevant to my present or future work
• The course content was arranged in a way that was easy to understand
• The skills and/or ideas taught in this course are important to me
• The material presented in this course increased my knowledge and/or understanding of the topic presented.

In addition participants were given the opportunity to provide additional comments on the course content.

The analysis was conducted separately by the type of seminar/program, i.e. Tax Seminar, Computer Training Program, Professional Development Program:

• The survey of 2,273 Tax Seminar (Fall 2011) participants yielded 106 responses.
• The survey of 91 past computer training participants (Calendar Year 2012) yielded 7 responses.
• The survey of 48 Glenn Shepard Professional Management Seminar (2012) participants yielded 5 responses.
• The survey of 293 Advanced Placement Summer Institute/Professional Development Education participants yielded 80 responses.

Findings: Course Content

Weighted averages and standard deviations of the responses were calculated for each survey item.
Table 2 Course Content

<table>
<thead>
<tr>
<th>Course Content</th>
<th>Tax Professional Seminar</th>
<th>Computer Training Seminar</th>
<th>Professional Development Education</th>
<th>Professional Development Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>The course content matched the stated objectives</td>
<td>4.61 (0.11)</td>
<td>4.43 (0.28)</td>
<td>4.75 (0.19)</td>
<td>4.60 (0.50)</td>
</tr>
<tr>
<td>The course content was relevant to my present or future work</td>
<td>4.53 (0.11)</td>
<td>4.43 (0.28)</td>
<td>4.73 (0.19)</td>
<td>4.60 (0.50)</td>
</tr>
<tr>
<td>The course content was arranged in a way that was easy to understand</td>
<td>4.54 (0.10)</td>
<td>4.29 (0.33)</td>
<td>4.61 (0.14)</td>
<td>4.60 (0.50)</td>
</tr>
<tr>
<td>The skills and/or ideas taught in this course are important to me</td>
<td>4.58 (0.11)</td>
<td>4.29 (0.33)</td>
<td>4.78 (0.22)</td>
<td>4.60 (0.50)</td>
</tr>
<tr>
<td>The material presented in this course increased my knowledge and/or understanding of the topic presented</td>
<td>4.59 (0.10)</td>
<td>4.43 (0.43)</td>
<td>4.71 (0.18)</td>
<td>4.60 (0.50)</td>
</tr>
</tbody>
</table>

Overall, participants expressed a high level of satisfaction with course content. However, some participants provided suggestions on course content in future classes:

- “we need more info on Alabama returns, deductions, taxable income etc.” (Participant of Tax Professional Seminar)
- “If the course would include an extra hour of Ethics, I wouldn't have to pay another $175 to $300 for another seminar to get that additional hour. This is very disappointing.” (Participant of Tax Professional Seminar)
- “Please consider adding 1 hour of Ethics to the course program.” (Participant of Tax Professional Seminar)
- “Took a Dreamweaver class and was unable to apply what was taught based on the University's website template etc.” (Participant of Computer Training Seminar)
- “I received a flashdrive full of great ideas and lessons that I can immediately use in my class.” (Participant of Professional Development Education class).
- “I was in the experienced AP Biology section. We wasted time and resources repeating the same lab activities that we had done for the past five years! We only needed to address the changes that were being made to the curriculum. That would have been more relevant than repeating what we had all already done. We didn't need to perform the entire lab - we are teachers who have done this multiple times with our students. We only needed to address the CHANGES!!! This was a pivotal year because of the changes made to the AP Biology format. This APSI did not address that in the area of biology. Only A+ College Ready were helpful in that area.” (Participant of Professional Development Education class).
- “More information on the pacing of an AP class would be helpful. For instance, what does a daily lesson plan or weekly lesson plan look like and what is the composition of the content.” (Participant of Professional Development Education class).

How were the findings used for improvement?

1) In an effort to accommodate additional ethics training and to maintain consistency with our course agenda, we have made an additional hour of ethics training available online, which all participants in the Tax Professional program are able to take advantage of in the event they need an additional hour of ethics.
2) In an effort to address questions/concerns pertaining to Alabama tax returns, speakers from the Alabama Department of Revenue will be given a 2-hour time slot to address questions specific preparing Alabama returns.
3) OPCE continues to provide participants in Educator Professional Development programs with flash drives containing tools and resources. These continue to be well-received.
4) Because the curriculum for AP Biology courses was new for the program cited, more information will need to be obtained to assess effectiveness of the new content. A comparison between the first year and second year offerings of the new curriculum will be conducted and used to lay the groundwork for changes.
**Expected Outcome: Course Benefits**

Tax, Computer Training, and Professional Development seminar and program participants will find that their respective courses and programs benefit their continuing education, certification, and work.

**Assessment Method:** Participant Feedback Surveys

Participants in Auburn University’s Professional and Continuing Education seminars and programs were asked to complete post program surveys utilizing multiple measures of satisfaction with the instruction. On the scale from 1-Strongly Disagree to 5-Strongly Agree, respondents were asked to evaluate the following aspects of course benefits:

- This course adequately addressed my expectation
- This course provided an effective means of maintaining certification requirements (if the course was taken for continuing education credit applicable to your profession)
- This course taught me new skills and/or information that will improve the quality of my work or will prepare me for a new career
- The workbook/handouts obtained in this course will be useful in my work.

In addition participants were given the opportunity to provide additional comments on the course benefits.

The analysis was conducted separately by the type of seminar/program, i.e. Tax Seminar, Computer Training Program, Professional Development Program:

- The survey of 2,273 Tax Seminar (Fall 2011) participants yielded 106 responses.
- The survey of 91 past computer training participants (Calendar Year 2012) yielded 7 responses.
- The survey of 293 Advanced Placement Summer Institute/Professional Development Education participants yielded 80 responses.

**Findings: Participant Benefits**

Weighted averages and standard deviations of the responses were calculated for each survey item.

<table>
<thead>
<tr>
<th></th>
<th>Tax Professional Seminar</th>
<th>Computer Training Seminar</th>
<th>Professional Development Education</th>
<th>Professional Development Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course adequately addressed my expectation</td>
<td>4.50 (0.10)</td>
<td>4.29 (0.37)</td>
<td>4.56 (0.18)</td>
<td>4.60 (0.50)</td>
</tr>
<tr>
<td>This course provided an effective means of maintaining certification requirements (if the course was taken for continuing education credit applicable to your profession)</td>
<td>4.67 (0.12)</td>
<td>4.00 (-)</td>
<td>4.53 (0.15)</td>
<td>4.00 (0.45)</td>
</tr>
<tr>
<td>This course taught me new skills and/or information that will improve the quality of my work or will prepare me for a new career</td>
<td>4.23 (0.08)</td>
<td>4.14 (0.30)</td>
<td>4.58 (0.17)</td>
<td>4.60 (0.50)</td>
</tr>
<tr>
<td>The workbook/handouts obtained in this course will be useful in my work</td>
<td>4.54 (0.10)</td>
<td>4.43 (0.28)</td>
<td>4.68 (0.16)</td>
<td>4.20 (0.21)</td>
</tr>
</tbody>
</table>

Survey responses indicated that participants feel that their respective programs benefit their continuing education, certification, and work. Responses for Computer Training Seminars yielded lower averages. However, the number of survey participants for this program is rather small.

Additional comments on course benefits included:
• “Textbook has always been of great value in my educational experience with your seminar presentation.” (Participant of Tax Professional Seminar)
• “The tax work book is an excellent source of example and tax information.” (Participant of Tax Professional Seminar)
• “I am a first year AP teacher and the class was geared to the teacher who has taught the class for several years.” (Participant of Professional Development Education class).

How were the findings used for improvement?
Because of the relatively small size of OPCE’s Computer Training Seminars (we limit class sizes based on the number of computers in our lab) more data will need to be collected over time to better assess the benefit of these programs and any possible changes to be made to the content and/or structure.

Expected Outcome: Course Setting
Tax, Computer Training, and Professional Development seminar and program participants will be satisfied with their course setting.

Assessment Method: Participant Feedback Surveys
Participants in Auburn University’s Professional and Continuing Education seminars and programs were asked to complete post program surveys utilizing multiple measures of satisfaction with the instruction. On the scale from 1-Strongly Disagree to 5-Strongly Agree, respondents were asked to evaluate the following aspects of course setting:
• The facilities used for this course were satisfactory
• The advertising materials for this course stimulated my interest in attending
• The greeting and orientation I received upon arrival for this course made me feel welcome and informed.
• I felt comfortable (physically) throughout the course.

In addition participants were given the opportunity to provide additional comments on the course settings.

The analysis was conducted separately by the type of seminar/program, i.e. Tax Seminar, Computer Training Program, Professional Development Program:
• The survey of 2,273 Tax Seminar (Fall 2011) participants yielded 106 responses.
• The survey of 91 past computer training participants (Calendar Year 2012) yielded 7 responses.
• The survey of 48 Glenn Shepard Professional Management Seminar (2012) participants yielded 5 responses.
• The survey of 293 Advanced Placement Summer Institute/Professional Development Education participants yielded 80 responses.

Findings: Course Setting
Weighted averages and standard deviations of the responses were calculated for each survey item.

Table 3 Course Setting

<table>
<thead>
<tr>
<th></th>
<th>Tax Professional Seminar</th>
<th>Computer Training Seminar</th>
<th>Professional Development Education</th>
<th>Professional Development Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>The facilities used for this course were satisfactory</td>
<td>4.28 (0.08)</td>
<td>4.57 (0.38)</td>
<td>4.59 (0.13)</td>
<td>4.20 (0.21)</td>
</tr>
<tr>
<td>The advertising materials for this course stimulated my interest in attending</td>
<td>4.17 (0.08)</td>
<td>4.29 (0.33)</td>
<td>4.05 (0.10)</td>
<td>4.00 (0.00)</td>
</tr>
<tr>
<td>The greeting and orientation I received upon arrival for this course made me feel welcome and informed.</td>
<td>4.57 (0.10)</td>
<td>4.86 (0.93)</td>
<td>4.39 (0.12)</td>
<td>4.20 (0.21)</td>
</tr>
<tr>
<td>I felt comfortable (physically) throughout the course</td>
<td>4.33 (0.08)</td>
<td>4.57 (0.38)</td>
<td>4.43 (0.12)</td>
<td>4.20 (0.40)</td>
</tr>
</tbody>
</table>
While respondents felt generally satisfied with course settings, they provided suggestions for improvement:

- “Room nice but too small for the turn out and tables crowded” (Participant of Professional Development Management)
- “My only issue is the fact that UAH keeps the room so very cold! Surely something can be done.” (Participant of Tax Professional Seminar)
- “I am still suffering badly from having to sit in the metal chairs and turn my neck to the right in able to see for the two days which affected my health greatly. I am trying Auburn this year because while attending there in years past, we were very comfortable in the Auditorium with the padded chairs and ability to see directly in front of us. I pray this is the same room and conditions this year, if not I may have to find something else. Please check into this, it is very important to me.” (Participant of Tax Professional Seminar)
- “Lighting was not very good, and downtown Mobile is not easy to get around or park.” (Participant of Tax Professional Seminar)
- “I would prefer to meet at Univ. of Ala. in Huntsville instead of the Civic Center.” (Participant of Tax Professional Seminar)
- “Always cold in meeting room, I have been attending for many years and I know to dress according.” (Participant of Tax Professional Seminar)
- “The building was undergoing construction. Another location may have been better.” (Participant of Tax Professional Seminar)
- “Location not great for convenience to hotels and restaurants.” (Participant of Tax Professional Seminar)
- “Very long walk from parking area.” (Participant of Tax Professional Seminar)
- “The Gadsden building by the park was not a very good place to hold a training but it's my understanding that a preferable venue was not available. I think we were at the Kiwanis Pavilion. Nothing was wrong with it but it was hard to train a lot of people in there.” (Participant of Tax Professional Seminar)
- “The rooms were very cold.” (Participant of Professional Development Education class)
- “Rooms were freezing cold. Inadequate amounts of snacks and drinks were provided, especially water for the afternoon break. Frequently they removed the water completely before time for the break. Rooms were overcrowded--too many participants in one lab.” (Participant of Professional Development Education class)
- “It was TOO COLD.” (Participant of Professional Development Education class)
- “The lab set up was not conducive to a lecture format that we often had. I am a big Auburn fan, but I have to admit that the University of Alabama had Auburn beat in the area of hospitality. They provided huge canvas bags full of tervis tumblers, key chains, snacks, etc. as opposed to Auburn's plastic Opelika bag with a map and a pen in it. The lunch situation is also pitiful at Auburn. We weren't even provided with a place to sit. We had to sit on the concrete in the June sun to eat our stale boxed lunch. Alabama hosted hot lunches and provided tables and chairs and even had snacks and cold drinks outside of our meeting areas for our breaks. Auburn is much more convenient and is my alma mater, but they fell short on meeting the participant's expectations. The entire group in my class complained.” (Participant of Professional Development Education class)

How were the findings used for improvement?
Meeting space and venues are always important considerations that OPCE takes into account when determining where to host a program. In the case of one of our Management Professional Development programs, in which the room was cited as being too small, we moved to a much larger ballroom which allowed more seating and provided a more spacious venue. The program received favorable reviews pertaining to the change in venue.

Expected Outcome:
Academic Camp and Community course participants responding will be satisfied with their courses, report, the increase in their knowledge about specific subjects, and the immediate or anticipated benefits of the program.

Assessment Method: Participant Feedback Surveys
Participants in Auburn University seminars and programs were asked to complete post program surveys utilizing multiple measures. On a Likert scale of 1-Strongly Disagree to 5-Strongly Agree, respondents were asked to
respond to the following statements:

- The camp met the objectives as stated by the instructor
- The camp description accurately depicted the material covered in the course
- The camp content and materials met my expectations
- The instructor(s) taught the camp in a manner that was practical and easy to understand
- After participating in this camp, I felt a sense of accomplishment or enlightenment
- After participating in this camp, this topic is more of an interest for me
- After participating in this camp, I feel better prepared to exercise the skills/techniques on my own
- After participating in this camp, I feel more confident in my ability to reflect on the topic presented and think about it in more depth.
- Based on my experience in this camp, if given the opportunity to participate in additional camp of the same general type/subject, I would do so.
- The facility(ies) used for this camp were satisfactory.
- The materials advertising the camp stimulated my interest in attending
- I felt comfortable (physically) throughout the camp.
- Overall, I was satisfied with this camp
- Would you recommend making any changes to the course? (Yes/No)

The analysis was conducted separately by the type of program: Community College and Personal Academic Camp:

- The survey of 567 Academic Camp participants and/or parents (Summer 2012) yielded 102 responses.
- The survey of 826 Community Course participants (FY 2011) yielded 84 responses.

In addition participants were given the opportunity to provide additional comments and to answer an open ended question: “If you have any other comments pertaining to this course, please share those with us.”

**Findings**

Weighted averages and standard deviations of the responses were calculated for each survey item.

**Table 6 Academic Camp and Community Courses**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Community Courses</th>
<th>Academic Camp</th>
</tr>
</thead>
<tbody>
<tr>
<td>The program met the objectives as stated by the instructor</td>
<td>4.54 (0.17)</td>
<td>4.72 (0.16)</td>
</tr>
<tr>
<td>The program description accurately depicted the material covered in the course</td>
<td>4.61 (0.20)</td>
<td>4.60 (0.13)</td>
</tr>
<tr>
<td>The program content and materials met my expectations</td>
<td>4.45 (0.14)</td>
<td>4.61 (0.15)</td>
</tr>
<tr>
<td>The instructor(s) taught the program in a manner that was practical and easy to understand</td>
<td>4.53 (0.18)</td>
<td>4.72 (0.18)</td>
</tr>
<tr>
<td>After participating in this program, I felt a sense of accomplishment or enlightenment</td>
<td>4.46 (0.15)</td>
<td>4.54 (0.14)</td>
</tr>
<tr>
<td>After participating in this program, this topic is more of an interest for me</td>
<td>4.40 (0.13)</td>
<td>4.51 (0.13)</td>
</tr>
<tr>
<td>After participating in this program, I feel better prepared to exercise the skills/techniques on my own</td>
<td>4.43 (0.14)</td>
<td>4.42 (0.11)</td>
</tr>
<tr>
<td>After participating in this program, I feel more confident in my ability to reflect on the topic presented and think about it in more depth.</td>
<td>4.33 (0.11)</td>
<td>4.52 (0.12)</td>
</tr>
<tr>
<td>Based on my experience in this program, if given the opportunity to participate in additional program of the same general type/subject, I would do so.</td>
<td>4.33 (0.11)</td>
<td>4.51 (0.13)</td>
</tr>
<tr>
<td>The facility(ies) used for this program were satisfactory.</td>
<td>4.57 (0.17)</td>
<td>4.48 (0.11)</td>
</tr>
</tbody>
</table>
The materials advertising the program stimulated my interest in attending 4.27 (0.10) 4.44 (0.17)
I felt comfortable (physically) throughout the program 4.52 (0.14) 4.69 (0.17)
Overall, I was satisfied with the program 4.44 (0.14) 4.71 (0.17)

<table>
<thead>
<tr>
<th>Would you recommend making any changes to the course?</th>
<th>Community Courses</th>
<th>Academic Camp</th>
</tr>
</thead>
<tbody>
<tr>
<td>23% Yes</td>
<td>38% Yes</td>
<td></td>
</tr>
</tbody>
</table>

Participants indicated a strong level of agreement for each of the survey item. The mean scores were somewhat lower for the item “The materials advertising the program stimulated my interest in attending.”

Suggested improvements from participants of Academic Camps included:
- Compared to another University, they kept boys and girls in separate Dorms. (Answered by parent)
- rename it to aquaculture not fish camp and NO ropes course
- would place rising Juniors and Seniors in the senior vet camp and rising 8,9,10th grades in the Jr vet camp. Rising Juniors are still actively searching for a college. Rising Seniors should have a short list of schools in mind at this point. I think socially and emotionally the rising juniors and seniors could be combined.
- The food selection was poor for vegetarians, such as myself, especially the evening meals where all I could really eat was a simple salad. Well-balanced, filling, nutritional options for non-meat eaters would be awesome.
- Great camp...a change in recruitment techniques. Certainly need to include but 30 min or so for presentation then maybe develop some fun ways to offer information for the campers.
- Recommend increasing length of camp to 10-14 days. Specifically the architecture camp was too short to get a feel for what the actual college program would be like.
- More hands on designing and building of models. Maybe should be a 2 week camp.
- Improve the quality of the dinner meal. Breakfast and lunch were fine.
- Less lecture from the instructor; more hands-on activity time with the tools and materials of architecture studio
- CPR class on dogs, adding cats to the experience and separate floors for boys/girls
- Greeting on opening day—Counselors should have been on the floors/halls to introduce themselves and greet campers.
- The food was not very good and the dorm was old and no ridge in the room for cold water
- Longer stays

Use of findings for improvement
1) To address the issue of having attractive promotional materials, which stimulate interest in attending, OPCE will implement a couple of new enhancements. First, we will begin providing an attractive PDF catalog which can be viewed online, which will be full color and easily searched by area of interest. We are also going to produce a full-color print catalog which will showcase all OPCE programs.
2) In the area of camps, this year we gave our camp promotional flyers and postcards a make-over, making them more attractive and interesting for the intended audience.
3) Beginning in 2013, all camp meals were held in the newest dining facility on campus. These meal options offered a much wider variety of food types than the typical “cafeteria-style” food which had been served in the past. Meal options in the new dining facility include deli-style sandwiches, hot meat and three dinners, salads, and an assortment of burgers, tacos, pizzas, etc. The setting is also more comfortable with smaller tables, more seating area, TVs for entertainment.