Expected Outcomes: Undergraduate student support

Student satisfaction mean ratings of 5.0 or above on survey items related to undergraduate support (i.e., relationships, communication, advising); four-year UG graduation rate of 50% or higher; six-year UG graduation rate of 70% or higher.

Assessment methods

Method: Student surveys

Undergraduate students in teacher education programs are surveyed at three transition points: admission to teacher education; admission to internship; graduation (exit). Items related to student support focus on three dimensions: relationships, communication, and advising (faculty and PES); a 7-point scale is used.

Findings:

Following are the ranges of overall item means by category:

- Relationships: 5.60 to 6.22
- Communication: 4.95 to 5.68
- Faculty advising: 4.61 to 5.53
- PES advising: 4.68 to 5.76

How did you use findings for improvement?

- (1) Utilized more email communication between academic advisor and student—replacing some of the mass emails from PES;
- (2) completed revision of Future Student section of COE Web site; began work on Student section, including posting of program checklists;
- (3) continued retention efforts focused on academic coaching for targeted groups;
- (4) utilized group advising sessions for freshmen and sophomores;
- (5) continued to explore ways to enhance academic advising through technology (e.g., SARS, Tk20, DegreeWorks);
- (6) offered three COE freshman learning communities;
- (7) appointed Director of Student Development, Fall 2012.

Additional comments:

Next Steps:

- (1) Employ graduate assistant to assist PES academic advisors with routine tasks;
- (2) use Tk20 and DegreeWorks more effectively for advising;
- (3) revisit survey instruments to determine if revisions are needed to obtain more meaningful information regarding student support.

Method: OIRA UG graduation rates

Four-year graduation rates - combined 2006-2008 adjusted freshman cohorts by college; six-year graduation rates - combined 2004-2006 adjusted freshman cohorts by college

Findings:

- Four-year graduation rate by college of initial enrollment: 48.5%; by college of last enrollment: 45.1%
- Six-year graduation rate by college of initial enrollment: 67.7%; by college of last enrollment: 69.8%

How did you use findings for improvement?

Same as Student Survey Findings.
Expected Outcomes: Graduate student support

More streamlined processes for admission and plan of study audits; more college-level support for graduate students

Assessment methods

Method: Graduate student survey and anecdotal data

Regular communication with GPOs and department heads; graduate student survey

Findings:
Need to (1) expedite review of admission applications for compliance with State regulations; (2) expedite certification audit of plans of study; (3) provide on-site and distance orientation; (4) provide professional development opportunities; (5) use technology for ongoing support and communications about COE events, resources, and professional development activities; (6) collaborate with other institutions in Alabama to address perceived 'overregulation' of State rules related to graduate certification programs.

How did you use findings for improvement?

(1) Appointed Coordinator of Graduate Student Services, Fall 2011; (2) appointed Director of Student Development, Fall 2012; (3) continued to review and streamline processes for admissions and auditing plans of study to ensure compliance with State regulations; (4) began exploring possibility of using DegreeWorks for graduate degree and certification audits; (5) developed COE graduate student newsletter; (6) implemented graduate studies seminar; (7) spearheaded efforts among Alabama institutions to address overregulation by State Department of Education related to certification.

Additional comments:

Next Steps: (1) Develop graduate student orientation; (2) administer graduate student survey on a regular basis; (3) work with PES and LRC to develop on-line resources for graduate student support.

Expected Outcomes: Student diversity

Undergraduate non-Caucasian enrollment of at least 10%; graduate non-Caucasian enrollment of at least 29%

Assessment methods

Method: OIRA ethnicity data

OIRA fall enrollment data by college/level/ethnicity (non-Caucasian)

Findings:

COE undergraduate non-Caucasian enrollment  Fall 2012 - 9.2%   Fall 2011 - 9.4%
Fall 2010 - 9.8%  COE graduate non-Caucasian enrollment  Fall 2012 - 28.4%   Fall 2011 - 28.3%  Fall 2010 - 28.5%
AU’s Department of Kinesiology has the highest percentage of minority students in its graduate programs than the top 30 graduate programs in Kinesiology.
How did you use findings for improvement?

(1) Appointed Director of Student Development (Fall 2012) with an emphasis on recruitment and retention of a diverse student population; (2) in process of establishing formal partnerships with regional HBCUs to assist with mentoring and support for undergraduate students who desire to attend graduate school; (3) targeted key donors to provide fellowships and financial gifts for recruitment and retention efforts; (4) participation in graduate fairs at regional HBCUs; (5) in process of vetting formal affiliation agreements with Morehouse College and Spelman College.

Additional comments:

None