Expected Outcome 1: Improvement of student enrollment and retention

Develop methods to identify, recruit and retain the best students for the CADC in response to softening enrollment.

**Assessment Method 1: Contacting prospective students**

**Assessment Method Description**

Student services and the academic units within the College began offering daily tours as part of a recruitment strategy that also included follow up contact by phone and through mailings.

**Findings**

In the Fall of 2012, the total enrollment for CADC was 1207. In the fall of 2013 the total enrollment for CADC was 1245: an increase of 3%. At the same time the university enrollment dropped by 1% overall.

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

These results have lead us to share best practices across the College and to initiate the development of a contact and tracking form. (See method 3 under this outcome.)

In addition to this weekly tour schedule was modified from five days a week to three days a week (Monday, Wednesday, and Friday) based upon the fact that those had been the days that generated the highest numbers the previous year. This freed up time and personnel to pursue other recruiting initiatives.

**Additional Comments**

**Assessment Method 2: Communication**

**Assessment Method Description**

Working with the CADC communications manager and her staff, the College developed new recruiting materials for undergraduate students, and the Academic advisors began making recruiting trips at least once a week beginning in August. The College also gave tours and information packets to the Auburn University recruiters to help them be more knowledgeable about the programs and opportunities within our College, and continued our practice of College and School tours. CADC Academic Advisors also made personal contact with and distributed CADC information
packets to over 60 high school counselors in Alabama and Georgia.

Findings
While it is too early to know whether or not we will have an increase in student enrollment as a result of these recruiting efforts, the early results are promising. The CADC used sign in sheets (both paper and electronic) at the receptions and high school visits. Currently, we have identified 487 prospective students in our database for follow up contact.

Comparing CADC on November 12 this year with CADC last year on November 13, we have an increase of 29 students who have been accepted to Auburn and our deposits are up from 19% last year at this time to 23% this year. We will have more data as we track prospective students to see how many go on to become Auburn students.

How did you use findings for improvement?
While our academic advisors did a commendable job and were able to be extremely effective by all early measures, in part because of their familiarity with the program, their recruiting efforts were a pilot program to test what was possible. Over the long term, the constant accessibility most students expect from academic advisors, makes part time recruiting assignments untenable. In addition to this, the fastest path for advancement as an academic advisor is through earning a masters degree; something that is not possible if you are on the road recruiting. Finally, the university is placing additional demands on all of the academic advisors. Again, this makes the split duties of recruiting and advising nonviable in the long-term. For this reason, the CADC has opted to convert one of the academic advising positions to a full-time recruiting position for the College.

Additional Comments
Assessment Method 3: Coordinated contact

Assessment Method Description
The CADC is developing a master spreadsheet that will allow us to track prospective students as well as students who have been accepted to the CADC. The spreadsheet will allow us to conduct long-term tracking and assessment of our recruiting plans. The spreadsheet will also allow us to log contacts with prospective students so that we can determine the most effective contact patterns for recruiting highly qualified students for each of the programs within our College.

Findings
It is too soon to have findings for this metric. It will probably require several years worth of data, but the CADC will track the progress and results of this method annually.

How did you use the findings for improvement?
Additional Comments
Assessment Method 4
International Graduate Student Recruitment

Assessment Method(s) Description
The CADC has begun working with Auburn University’s graduate school on international recruitment. In late October of 2013 the Interim Associate Dean for Academic Affairs accompanied the Dean of the Graduate School and the International Recruiter for the College of Agriculture on a recruiting trip to six different major universities in China.

Findings
The Associate Dean was able to observe the interview method, the information required and the recruitment process used by Auburn’s Graduate School and the College of Agriculture. The focus of the trip was in identifying and providing support for Chinese Scholarship Students who will receive government support from China to pursue advanced degrees in the United States.

How did you use findings for improvement?
The lessons learned from this trip are being used to develop a recruiting strategy for CADC graduate programs that targets Chinese scholarship students. This strategy will be used in a recruiting trip to China in 2014.

Additional Comments
Even though the purpose of the trip was to assist the Dean of the Graduate School in screening candidates, the CADC identified two viable candidates for admission to graduate school in the fall of 2014. Those candidates are currently in the process of applying.

Expected Outcome 2: Revision and modification of program curricula
The revision and modification (when necessary) of the College of Architecture Design and Construction (CADC) undergraduate and graduate curricula for the purposes of improving academic quality and professional relevance.

Assessment Method 1: Evaluate program curricula
Assessment Method Description
Faculty committees, advisory councils, industry partners, program chairs, accrediting agencies and or program alumni and other stakeholders review program curricula and student work.

Findings
There is a need for an undergraduate minor in design thinking.

How did you use findings for improvement?
The CADC will send two new courses to the CADC Undergraduate Curriculum Committee, and once approved, the Auburn University Undergraduate Curriculum Committee. These new courses will serve as the core of the proposed minor in design thinking. The intent is to have all materials submitted to the AU Undergraduate Curriculum Committee by March 2014. If approved both the minor and the courses will be available beginning Fall of 2014.

Additional Comments
The effectiveness of the minor will initially be based on enrollment. This will, of course, be followed by programmatic assessment of the courses and the minor as a sufficient cohort becomes sufficient in size.

Expected Outcome 3: Support of CADC Students
Develop procedures that reinforce best practices in support of CADC students.

Assessment Method 1: Examine Current Practices
Assessment Method Description
CADC Student Services was asked to monitor course substitutions to see if there were patterns that would help the College in course scheduling and curriculum development.

Findings
Student Services found that there was a higher incidence of course substitutions when students made their requests to school heads than when they began with student services. While the school heads have the authority to do this as long as it does not conflict with core requirements of university or professional accreditation, they are frequently not as well informed about the larger context of university constraints, seasonal course offerings, and other issues.

How did you use findings for improvement?
The CADC Dean’s Office has instituted a procedure, with accompanying form, which requires any student seeking a course substitution to first meet with his or her academic adviser. The adviser will check the request against the curriculum requirements and course offerings and look ahead to see if there are any aspects of the substitution that might slow a student’s progress toward graduation. The adviser will also consult with the school head or program chair as necessary to discuss these issues.

All course substitutions must first be signed off on by the student and by the adviser, then by the school head or program chair, then by the
appropriate associate dean. The completed form is returned to student services ensuring that there is both communication about and a record of the course substitution.

**Additional Comments**