Expected Outcome 1: Academic Policies and University Services
Students should develop knowledge of academic policies, curriculum, and university services to assist in their decision making and ultimately assist in our retention and timed graduation efforts.

Assessment Method 1.1: Survey of students conducted by the Office of Undergraduate Studies

Assessment Method Description
The Office of Undergraduate Studies conducted a survey on student advising in Spring 2014. Results from students in the College of Agriculture will be used for this assessment activity.

Findings
The Auburn University advising survey was conducted during Spring 2014. 163 out of 865 students from the College of Agriculture responded to the survey. Students from every undergraduate major in the College of Agriculture responded to the survey (Agricultural Business and Economics (18), Agricultural Communications (17), Agronomy & Soils (11), Animal Sciences (76), Environmental Science (8), Fisheries and Allied Aquacultures (3), Horticulture (13), Poultry Science (17). The respondents’ level of academic standing was skewed towards upperclassmen (Freshmen (10%), Sophomore (21%), Juniors (20%), Seniors (49%)). The survey covered several areas related to academic policies, curriculum, and university services.

Academic policies
The students indicated the extent to which they understood various academic policies and processes: How to register for classes on-line (99% very well or adequately, 1% not very well); How to drop classes on-line using Tigeri (99%, 1%); How to take classes at other institutions (transient) (57%, 43%); How to change my major (69%, 31%); What the GAP (Grade Adjustment Policy ) is (71%, 29%).
Curriculum

In response to the statement, I clearly understand AU’s core curriculum requirements, 81% indicated that they strongly agree or agree to the statement, 10% indicated that they disagree, and 9% indicated they neither agree nor disagree. The students learned about the core primarily by discussions at Camp War Eagle or SOS followed meeting with their advisor. Most students also appear to making a conscientious effort to complete their degree program: 55% indicated they had completed 30 or more semester hours of course work during the past two semesters; 43% indicated they had completed 13 to 29 hours.

University services

All students indicated that they knew who their academic advisor was and that 99% were meeting with their advisor once or more per semester. These students had not made use of Tiger Advisor; less than 2% had used this service. However, they were active users of DegreeWorks; 94% had accessed this curriculum audit system. Other university services showed varying levels of familiarity: Study Partners (80% Very to somewhat familiar, 20% have heard of it, but don’t know what services it provides or never heard of it); Miller Writing Center (83%, 17%); Student Counseling Services (59%, 41%); Office of Undergraduate Research (42%, 58%); AU Career Center (71%, 29%).

Assessment Method 1.2: College Advising Survey

Assessment Method Description

The College of Agriculture conducted a survey of students on advising services in Spring 2014. This survey uses the questions adapted from the Auburn University staff advisor evaluation process.

Findings

The College of Agriculture Advising survey was conducted during Spring 2014. It was based on the seven questions used in evaluating staff advisors at Auburn University, even though the College of Agriculture uses primarily faculty advisors. A total of 109 out of 865 undergraduate students completed the survey.

Overall, students in the College of Agriculture appear to be generally satisfied with the advising they receive. They also believe that their advisor has thorough knowledge about their academic needs and
academic policies. Furthermore, if an advisor cannot answer a question, they are referred to appropriate sources. They feel that their advisor is approachable, concerned, courteous, professional, and provides accurate and timely information. These overall positive results are reassuring and support several important objectives in serving students. However, open-ended questions indicated a need to address some advising deficiencies with regard to service in certain areas. These issues are being addressed as personnel matters.

The responses to the questions on the survey were recorded using a five point scale (5=Strongly Agree; 4=Agree; 3=Neither Agree or Disagree; 2=Disagree; 1=Strongly Disagree). The questions and the mean response (given in brackets) for all students are as follows: (1) My advisor has thorough knowledge about advising details related to my individual academic needs [4.2]; (2) My advisor has thorough knowledge of Auburn University policies and procedures regarding academics [4.3]; (3) If my advisor cannot respond to my concerns or questions, he makes the effort to refer me to the appropriate person, office, or resource [4.3]; (4) My advisor is approachable and is concerned with my overall academic success [4.4]; (5) My advisor is courteous and professional [4.5]; (6) My advisor provides timely and accurate information [4.3]; (7) I am generally satisfied with the services provided by my advisor [4.2].

How did you use the findings for improvement?

Overall Conclusions

Taken together, these findings suggest some deficiencies in certain areas. Students do not appear to understand how to register as a transient student. Furthermore, there is a need to encourage students to be more vigilant in carrying a full load of course each term that will allow them to graduate in four years. Finally, broader student understanding of services on the Auburn campus intended to enhance their academic and career success, particularly Student Counseling Services and Office of Undergraduate Research.

Planned Actions

During AY 2014/15, students in the College of Agriculture will receive more information and advising on how to (1) register as a transient student, (2) use Student Counseling Services, and (3) use the Office of Undergraduate Research.
Expected Outcome 2: Professional Skills
Students should develop knowledge of professional skills and business practices to become future leaders in the agricultural and environmental sciences fields.

Assessment Method 2.1: Participation rates in student professional development activities
Assessment Method Description
Rates of student participation in various professional development programs, career fairs, and organized interviews will be monitored.

Findings
Participation rates in student professional development activities have risen over the past couple of years. For both our Fall 2013 and Spring 2014 career fairs we had over 90 students attend each fair. The Spring 2013 Career Fair we had 75 students attend the fair. This was a significant increase from the Spring 2012 Career Fair in which we only had 44 students attend. Of the 33 students and company representatives who completed our survey following the Spring 2014 career fair 91% believed the career fair was a valuable experience.

This past year we had 8 companies set up campus visits to meet with faculty, visit classes and interview over 80 of our students for both internships and full-time job positions. This is compared to 5 companies in 2012 who interviewed only 43 students.

The College also hosted various professional development workshops including a Networking Workshop and a Researching and Applying to Graduate School workshop during the 2013-14 year in which we had over 50 students participate.

How did you use findings for improvement?
All findings under this learning outcome are discussed below.

Additional Comments

Assessment Method 2.2: Survey of employers or companies
interviewing students for positions

Assessment Method Description

Company representatives participating in professional development workshops, career fairs, or organized interviews will be surveyed to collect feedback on student preparedness and performance.

Findings

A survey of company representatives, who interacted with our students, was conducted. They were asked about the preparedness of our students for the career fair. The employers stated, “Students were well prepared with resumes, knew how to sell their experiences, and were good communicators.” When asked “what skills students need better preparation,” 33% of employers responded that students needed better preparation in “Oral Communications,” “Dress and Appearance” and “Business Etiquette.” When asked to explain, one employer stated “The girls could wear more business professional clothing rather than casual/business casual. Most of the men I saw were in suits or blazers”. Another employer stated “It seems that some students did not know how to approach me”.

How did you use findings for improvement?
All findings on this learning outcome are discussed below.

Additional Comments

Assessment Method 2.3: College Exit Survey

Assessment Method Description

The College of Agriculture conducted exit surveys of graduating seniors during Spring 2014. This survey provides insights on students experiences while in college and their near terms professional plans. See appendix 3.1 for survey questions

Findings

The College Exit Survey was conducted during April 2014. Out of 128 undergraduate students a total of 65 students completed the survey. Almost all of our undergraduate majors were represented in this survey: Agricultural Communications (2), Agricultural Business and Economics (10), Animal Sciences (32), Agronomy and Soils (3), Fisheries and Allied Aquacultures (0), Horticulture (9), Poultry Science (6), and Environmental Sciences (3).
Student participation in high impact activities that will enhance their professional skills was relatively low: study abroad (6%), internship (30%), research project (33%).

Responses to the student’s planned activities at the time of graduation were distributed across numerous activities: Employed in my career field (23%); Employed outside my career field (0%); Unemployed, but seeking employment (21%); Unemployed (0%); Attending graduate school or professional school (54%); Other (military service, etc) (2%).

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

**Overall Conclusions**

There is a need to expand student participation in the high impact activities, specifically study abroad experiences, internships, and research, that will positively influence their professional development. Students also need more development in their oral communication skills. They need more instruction or coaching on business dress and business communications. More participation in career fairs and professional developments workshops are also needed. Hopefully, these actions will help improve the number of students who are employed at the time of graduation.

**Planned Actions**

During AY 2014/15, the College plans to emphasize study abroad experiences and will continue to offer a scholarship to encourage this activity (Findings based off of Senior Survey). The College will also continue to hold career fairs and encourage students to participate in these activities to find internship and career positions (Findings based off Employer Survey). These career fairs will also be coupled with more opportunities for students to improve their professional skills. Finally, the College will continue to sponsor undergraduate research fellowships and encourage student participation in this activity (Findings based off of Senior Survey).

**Additional Comments**

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**Expected Outcome 3: Undergraduate Student Recruitment**

Increase focus and effectiveness of COA undergraduate recruitment
Assessment Method 1: Recruitment event survey for students at CWE

Assessment Method Description
A survey is distributed to all students attending each Camp War Eagle Survey. The students are prompted to indicate the recruiting event they participated in and its impact.

Findings
The survey was administered at each Camp War Eagle that the College participated in during summer 2013. The survey revealed that communication efforts by the College with admitted students were positively received. The survey also showed that university recruitment events (Talons Day, War Eagle Day, Scholars Reception) were positively received. College sponsored recruitment events were mixed. Campus visits, Inside Ag Hill, Ag Open House, and Ag in the Park showed strongly participation. However, the Ag Exploration Days held on various agricultural experiment stations around the state showed that they produced few enrolled students at Auburn University.

How did you use findings for improvement?

Overall Conclusions
In general, most College of Agriculture and University recruitment events are reaching students who enroll in the College of Agriculture and are positively received. The Ag Exploration Days have shown to be the least effective events.

Planned Actions
The College will continue its recruitment activities and continue to participate in University recruitment events. The Ag Exploration Days events will be evaluated during AY 2013/14 to determine if these events should be changed or eliminated.

Additional Comments