Expected Outcome 1: Timely Registration
Students will complete their registration for the next semester in a timely manner.

Assessment Method 1: Audit of Registered Students
Assessment Method Description
An audit of the number of students who were registered full-time as of the last day to add classes in Fall 2012 and Spring 2013 semesters was conducted using data from a report generated through Banner software.

Findings
As of the last day to add classes in the Fall 2012 semester, 1084 (88.9%) of the 1219 undergraduate students in the College of Human Sciences were registered full-time with a minimum 12 hours. Thus, 135 students (11.1%) were not registered full-time as of the last day to add classes.

As of the last day to add classes in the Spring 2013 semester, 1043 (87.9%) of the 1186 undergraduate students in the College of Human Sciences were registered full-time with a minimum 12 hours. Thus, 143 students (12.1%) were not registered full-time as of the last day to add classes.

How did you use findings for improvement?
In order to increase the number of students registered full-time, the academic advisors ran a report of students who were not registered full-time following the walk-in period for registration advising each semester. The academic advisors then contacted the students appearing on this report via email to make them aware of their below full-time registration status and encourage them to register for classes prior to the deadline.

Future plans include assessing the demographics of the group of students who have not registered full-time following the walk-in advising period. This would allow the advising office to identify similarities among students who do not register full-time following walk-in advising, thus allowing for targeted proactive communication aimed at this group prior to walk-in advising.
Additional Comments

Assessment Method 2: Audit of Walk-in Advising for Registration

Assessment Method Description
The Office of Academic Affairs offers walk-in advising for registration over a time frame of approximately two weeks each semester in order to maximize the number of students who receive advising prior to peak registration periods. An audit of the utilization of walk-in advising for registration during the Spring 2013 semester was conducted to evaluate the number of students who made use of this service.

Findings
An audit conducted using SARS (appointment Scheduling and Reporting System) data of the utilization numbers from Spring 2013 revealed that 520 of the 1122 total CHS undergraduate students made use of the walk-in registration advising services offered through the Office of Academic Affairs over a period of 15 days, with an average of 34.6 students receiving registration advising each day.

How did you use findings for improvement?
The strategy of offering walk-in advising for registration enabled each of the two advisors to increase the number of students typically seen from 10 during a typical appointment-only advising day to approximately 17 per walk-in advising day.

Additionally, to increase awareness of Walk-in Advising for Registration, the Office of Academic Affairs branded these periods of time during fall and spring as "Walktober" and "March-on-In" based on the months in which the peak advising period occurs. Marketing materials were designed and printed on paper hand-outs, included in the e-newsletter, and posted on the TV's in Spidle Hall. The goal was to increase awareness of the flexible advising times offered when students need advising most, therefore increasing advising contacts.

Expected Outcome 2: Awareness of Student Services
Students will understand the student services available to support student success.

Assessment Method 1: Advising Survey

Assessment Method Description
A paper-based academic advising survey was administered during Fall 2012 and Spring 2013 semesters following students' individual appointments with the CHS academic advisors. The survey instrument consists of twelve items related directly to issues of academic advising (i.e. availability, knowledge,
etc.) Items are measured on a five-point Likert-type scale (1=strongly disagree, 5=strongly agree) assessing agreement with each statement regarding the academic advising session.

Question #6 on the advising survey, "If my advisor cannot respond to my concerns or questions, s/he makes the effort to refer me to the appropriate person, office or resource", was assessed for this outcome.

**Findings**
Survey respondents (n=84) reported a mean score of 4.66 out of 5 (92.8% strongly agree or agree) in agreement with the statement "If my advisor cannot respond to my concerns or questions, s/he makes the effort to refer me to the appropriate person, office or resource."

**How did you use findings for improvement?**
To increase awareness of student services, the following improvement tactics were initiated:

(a) The registration advising form was updated to include check-boxes for referrals to other areas on campus.

(b) Reference cards with common student service referral information were placed at the front desk of the advising office as well as in advisors’ offices.

(c) Additionally, the academic advisors distributed flyers with information regarding academic support services to freshmen enrolled in College of Human Sciences Learning Community (UNIV) courses and to freshmen attending the annual Freshman Meeting led by the advisors.

**Additional Comments**

**Assessment Method 2: Focus Group**

**Assessment Method Description**
The Office of Academic Affairs conducted focus group sessions of current undergraduate students in the College of Human Sciences to gather student feedback on advising and student services. Two focus group sessions were held during summer 2013, with three students participating in the first session and four students in the second session. At least one student representing each department was present at each session. Although the participant groups were smaller than desired, plans for future focus groups include using multiple recruitment techniques to increase participation.
Findings

The student participants in the focus groups offered the following suggestions to (a) increase awareness of student services through the College of Human Sciences as well as Auburn University in general, and (b) enhance current student services offered through CHS:

(a) planning schedules two semesters in advance (rather than one semester at a time) during registration advising

(b) providing check-boxes for specific advising needs on the registration advising form

(c) providing hand-outs with information about campus contacts, academic minors, events, etc.

(d) continuing to send reminder emails about important dates and events in addition to the monthly e-newsletters

(e) adding walk-in hours for Peer Advising

(f) offering a series of career-development focused events and seminars to prepare students for success as young professionals

(g) offering a library of career-development focused books for Human Sciences students

How did you use findings for improvement?

One suggestion from the focus group sessions which has begun to be incorporated for the upcoming year is updating the registration advising form to include check-boxes for referrals to other areas on campus. Below is the new registration advising form which will be utilized during the 2013-14 academic year. An excerpt of the referral space appears below:

Another suggestion that has been incorporated to improve the referral process to other areas on campus for tasks such as declaring minors, visiting the Auburn University Career Center, etc. has been providing reference cards with this information in a brief, concise format. Examples of these cards, which are displayed at the front desk as well as in the advisors' offices, appear below:
Expected Outcome 3: Academic Planning

Students will understand their responsibility in developing their academic plans.

Assessment Method 1: Advising Survey

Assessment Method Description

The paper-based academic advising survey was administered during Fall 2012 and Spring 2013 semesters following students' individual appointments with the CHS academic advisors. The survey instrument consists of twelve items related directly to issues of academic advising (i.e. availability, knowledge, etc.). Items are measured on a five-point Likert-type scale (1=strongly disagree, 5=strongly agree) assessing agreement with each statement regarding the academic advising session.

Question #11, "My advisor helps me to understand degree requirements (courses needed for graduation) and university policies and procedures (GAP, transient forms, etc."

Results indicate students' perception that the CHS academic advisors provided assistance in understanding degree requirements and university policies and procedures. Survey respondents (n=84) reported a mean score of 4.75 out of 5 (97.6% agree or strongly agree), with the statement "My advisor helps me to understand degree requirements (courses needed for graduation) and university policies and procedures (GAP, transient"
forms, etc.). Three survey respondents reported a response of neutral to this item. No students reported disagree or strongly disagree.

The Peer Advisor Program which was piloted in Fall 2011 and launched as a permanent program in Spring 2012 has become a positive addition to the advising services offered through CHS. The Peer Advisor Program has been particularly useful in assisting students during registration advising including walk-in advising dates. One "Yes/No" item on the academic advising survey inquires whether the respondent met with a Peer Advisor that day. If "Yes" is selected, the next two items assess the respondent's experience with the Peer Advisor. Student respondents assigned a mean score of 4.64 on a Likert-type scale (1=strongly disagree, 5=strongly agree) to the statement "the Peer Advisor program was helpful in meeting my advising needs."

Additionally, the survey reflected a mean rating of 4.63 on a Likert-type scale (1 = strongly disagree, 5 = strongly agree) in agreement to the statement "the Peer Advisor program is a helpful service to CHS students."

A total of three respondents out of 73 (4.1%) indicated disagreement with the Peer Advisor program being helpful in meeting their advising needs. Two respondents (2.7%) indicated disagreement with the Peer Advisor program being a helpful service to CHS students. Although the overall peer advising scores are positive, the negative responses do indicate the need for improvement.

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

In order to assist students with academic planning, the SARS system for online scheduling of appointments and advising sessions continued to be utilized. The SARS system provided additional opportunities for students to receive advising assistance which will enable advisors to explain degree requirements and policies in a personal meeting.

To increase awareness of registration dates and procedures, emails were sent to remind students of important dates specific to their registration and course preparation.

Although the negative responses to the peer advisor questions comprise a small percentage of the sample, this does demonstrate a need for improvement. Future plans include enhancing the availability of peer advisors during peak registration periods and offering walk-in hours for peer advisors.

**Additional Comments**
Assessment Method 2: Senior Credit Checks

Assessment Method Description
Senior credit checks are a service provided to students by the CHS academic advisors to assist in academic planning. Senior credit checks list all remaining courses for graduation as well as any remaining academic requirements.

To collect data regarding participation in senior credit checks, a senior survey is sent to graduating seniors each semester. The survey is administered in an electronic format using Qualtrics Survey Software. The survey consists of 38 items gathering a variety of information. One "Yes/No" item on the senior survey assesses whether the respondent completed a Senior Credit Check (Question #14). The next item assesses the semester during which the credit check was completed. The three choices are "2 semesters before you graduated, 1 semester before you graduated, or the semester you graduated" (Question #15).

Findings
Senior survey responses from Fall 2012, Spring 2013, and Summer 2013 indicated that 183 of 185 graduating senior respondents (98.9%) completed a senior credit check prior to graduation. Of those completing the senior credit check, 87 students (47.5%) completed the credit check at least two semesters prior to graduation, 87 students (47.5%) completed the credit check one semester prior to graduation, and 9 students (5%) completed the credit check the semester of graduation.

Two students did not complete a senior credit check. The student group typically completing senior credit checks later than average is Hotel and Restaurant Management, with 76% of seniors graduating Fall 2012, 89% of Spring 2013, and 83% of Summer 2013 completing a senior credit check either one semester before they graduated or the semester of graduation.

However, compared to the 2011-2012 academic year, the percentage of students completing senior credit checks rose from 96.9% (185 of 191 respondents) to 98.9% (183 of 185 respondents). Additionally, the number of senior survey respondents completing a senior credit check the semester of graduation (the latest semester possible to complete a credit check) in the 2012-2013 academic year fell from 12% (23 of 191 respondents) to 5% (9 of 183 respondents). This is an improvement because students completing senior credit checks earlier have an opportunity to adjust their schedules as needed in order to avoid graduation delays.
**Figure: Senior Credit Check Timing**

*Note: Earlier completion of a senior credit check allows time to adjust schedule and potentially avoid graduation delays.*

**How did you use the findings for improvement?**
The senior credit check program mentioned previously supports the academic planning objective. Students completing senior credit checks at the beginning of their senior year have an opportunity to adjust their schedules as needed in order to avoid graduation delays. Notification e-mails and implementing degree specific requirements to have a credit check have been a long-standing practice. Furthermore, CHS student e-newsletter announcements were sent to increase the number of students completing senior credit checks by the first semester of their senior year. Several degree programs require senior credit checks prior to internship registration.

The goal is to increase the number of students completing senior credit checks 2-3 semesters prior to expected graduation.

Other techniques to increase the number of students completing senior credit checks by 2-3 semesters prior to graduation included:

(a) visiting faculty meetings to request that faculty inform students in their classes about the importance of senior credit checks, and

(b) offering a special Senior Credit Check Walk-in Week through the Office
of Academic Affairs in February 2013. This week was marketed to juniors and seniors with a Valentine's Day theme to capture their attention which listed the dates and times the academic advisors would be available for walk-in credit checks.

Additional Comments

The two methods employed to assess this outcome were the advising survey and the senior survey (for senior credit check data). The advising survey measures respondents’ perceptions of whether the advisors assisted in enhancing understanding of degree requirements. The senior credit check data gathered from the senior survey does not measure perceptions but rather provides raw data regarding when students completed their senior credit check.

Career Planning

Students will understand their responsibility in developing career plans.

Assessment Method 1: Senior Survey

Assessment Method Description

Questions #9, 24, 31, and 33 from the Senior Survey were used to assess this outcome. These questions include “Did you seek help from the Auburn University Career Center?” and “Check the space beside each statement which best represents your opinion or the extent to which your College of Human Sciences degree program effectively prepared you for each defined area using the following rating scale (1=Strongly Disagree, 5=Strongly Agree): “to be aware of major professional organizations in my field”, “to process information and make effective decisions”, and “to demonstrate the level of work and commitment necessary for success in my field”.

Findings

Senior survey results indicate that students were made aware of the career choices available to them through visiting the Auburn University Career Center. A total of 51 senior survey respondents (39.2%) from the fall 2012 and spring 2013 semesters indicated that they sought help from the Auburn University Career Center.

Additionally, senior survey results indicate other areas in which the
Office of Academic Affairs may have assisted students in understanding career choices. Survey respondents were instructed to indicate agreement with the extent to which they believed their degree program effectively prepared them for various areas. The survey reflected the following scores on a Likert-type scale (1=strongly disagree, 5=strongly agree):

1. To be aware of professional organizations in my field ($M = 4.23$)
2. To process information and make effective decisions ($M = 4.50$)
3. To demonstrate the level of work and commitment necessary for success in my field ($M = 4.52$)

Data recorded by the Auburn University Career Center liaison during three visits to Spidle Hall per semester indicated that 5 students met with the career counselor in Fall 2012 and 10 students met with the career counselor during Spring 2013. Although these numbers were relatively small, data provided by the Auburn University Career Center revealed that many more students made use of the Career Center through visiting the main Career Center office in Mary Martin Hall. There were 103 College of Human Sciences student visits to the Auburn University Career Center in Mary Martin Hall during Fall 2012, and 171 visits in Spring 2013.

**How did you use findings for improvement?**
Academic Affairs staff discussed an alternative approach to career development based on the low number of students making use of the Auburn University Career Center liaison visits to Spidle Hall as well as feedback from focus groups. The Office of Academic Affairs plans to expand the career services offered through the College of Human Sciences by offering a “College to Career” Series for the 2013-14 academic year. This lecture series will expose students to career opportunities and career-focused success strategies for young professionals. The series will offer a minimum of six sessions targeting career choice and preparation for CHS students.

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**Expected Outcome 4: Satisfaction with Advisor Support**
Students will view their advisors as well-informed and supportive partners in the development of their academic and career plans.
Assessment Method 1: Advising Survey

Assessment Method Description
Questions #4, 5, 7, 8, 9, and 12 from the paper based advising survey were used to assess this outcome.

Findings
Results indicate students' perception that the CHS academic advisors provide knowledgeable and supportive feedback.

With regards to the knowledge of the advisors, survey respondents (n=84) indicated a mean score of 4.78 out of 5 (95.3% agree or strongly agree), with the statement "My advisor has thorough knowledge about advising details related to my individual academic needs." The survey results also reflected a mean score of 4.88 out of 5 (100% strongly agree or agree) in agreement with the statement "My advisor has thorough knowledge of Auburn University policies and procedures regarding academics."

Respondents assigned a mean score of 5.0 out of 5.0 (100% strongly agree or agree) in response to the statement "My advisor provides timely and accurate information."

Students also indicated their perception of the advisors' supportive partnership in academic advising and career planning. Survey results indicate a mean score of 4.81 out of 5 (97.6% strongly agree or agree) in agreement with the statement "My advisor is approachable and concerned with my overall academic success", a mean score of 4.93 out of 5 (100% strongly agree or agree) in agreement with the statement "My advisor is courteous and professional."

Lastly, the survey reflected a mean score of 4.47 out of 5 (90.6% strongly agree or agree) in agreement with the statement "My advisor encourages me to ask questions and to discuss my concerns regarding my academic issues." A total of 6 students (7.05%) indicated “neutral” in response to this item, with 2 students (2.35%) indicating disagreement or strong disagreement.

Additionally, academic advising survey results indicate satisfaction with the advising services provided by the academic advisors/advising office. Results from the student sample (n=84) indicated a mean score of 4.83 out of 5 (98.8% strongly agree or agree) in agreement with the statement "I am generally satisfied with the services provided by this advisor."

A selection of comments from the open-ended section include:
"First time at advisement and it was great!"

"Such a sweet and helpful woman!"

"[My advisor] is a great encouragement!"

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

In order to enhance the view of the academic advisors’ supportive partnership through encouraging students to ask questions, the advisors discussed potential improvements to the registration advising form for the 2013-2014 academic year. The advisors redesigned the form to include an “I would also like to discuss” section. This section will allow students to check boxes with common additional advising questions (such as studying abroad, career planning, or gapping a class) prior to the advising appointment. Students may also write in other specific questions they would like their advisor to address, thus demonstrating to students that their questions are welcome and encouraged.

Additionally, the SARS system for scheduling appointments and advising sessions which was implemented in Spring 2012 continued to be utilized. The SARS system provides additional opportunities for students to receive advising assistance.

The Office of Academic Affairs continued to offer "Walk-in Wednesdays" each week in order to allow for a higher percentage of student meeting opportunities as compared to standing appointment time slots. The combination of the online SARS system for scheduling appointments in advance, along with the flexible times offered through "Walk-in Wednesdays", allows the Office of Academic Affairs to meet the needs of as many students as possible. During Fall 2012, 297 students made use of 17 Walk-in Wednesdays that were offered, averaging 17.4 students per walk-in day. Aggressive publicity of this event enhanced participation.

Emails are sent to remind students of important dates specific to their registration and course preparation.

Yearly inservice training is held each year to continuously improve customer service which is a focus for the Academic Affairs staff.

**Additional Comments**

**Assessment Method 2: Senior Survey**

**Assessment Method Description**

Questions #35, 36, and 38 (open-ended comments section) from the
Senior survey were used to assess this outcome.

**Findings**
Senior survey results indicate satisfaction with the advising services provided by CHS Academic Advisors. The survey reflected a mean rating of 3.90 on a Likert-type scale (1 = very dissatisfied, 5 = very satisfied) for satisfaction with academic advising services offered through the CHS Office of Academic Affairs. Furthermore, the survey reflected a mean rating of 3.90 on a Likert-type scale (1 = very dissatisfied, 5 = very satisfied) for satisfaction with course planning and registration services provided by the CHS Office of Academic Affairs.

Qualitative data in the form of comments from the Senior Survey appears below:

- "Very satisfied-my advisor was always flexible with meeting me and gave great guidance"
- "[My advisor] was always very helpful, understanding, and eager to see the students succeed!"
- "The counselors in Spidle . . . were always helpful in guiding me and planning my path at Auburn. They always mentored me and ensured that I would graduate on time . . ."

An excerpt of comments with opportunities for improvement from the Senior Survey appears below:

- "More help for seniors on how to find jobs post graduation"
- "I think there should be more communication between advisors and students registering for classes, especially for classes that are only offered once but that are mandatory to progress in the curriculum"

**How did you use findings for improvement?**
All student comments were reviewed and discussed in Academic Affairs staff meetings and at the yearly retreat. Based on student comments, the Office of Academic Affairs plans to offer the College to Career series in the upcoming academic year to expose Human Sciences students to career opportunities and career-focused success strategies for young professionals. This series will target juniors and seniors.

Based on student comments from the senior survey data, the Office of Academic Affairs plans to increase communication regarding academic planning by offering a special walk-in week for Senior Credit Checks during the month of October 2013. The office plans to heavily promote this week through communication with faculty advisors, creation of reference cards, and display of promotional materials on the Spidle Hall TVs and social
media outlets. The goal of this credit check week is to encourage timely credit checks which will assist students in understanding their progress toward their degree and making them aware of any potential conflicts with course planning or pre-requisites which could potentially delay graduation.