Expected Outcome 1: 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 2013 and Spring 2014 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.)” was used to assess this outcome. Three questions related to peer advising were also used to assess this outcome. Click here to view the survey instrument.

Findings
Results indicate students' perception that the CHS academic advisors provided assistance in understanding degree requirements and university policies and procedures. Survey respondents (n=126) reported a mean score of 4.85 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.)". This number reflects a slight increase over the previous year. Four survey respondents reported a response of neutral to this item. No students reported disagree or strongly disagree. In addition, survey responses increased 50% over the previous year.

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 ($n = 117$) assigned a mean score of 4.61 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." This number remained virtually the same as the previous year with a very slight decrease ($M = 4.64$).

Additionally, the survey reflected a mean rating of 4.65 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." This number reflects a slight improvement over the previous year ($M = 4.63$, $n = 117$).

A total of two respondents out of 117 (1.7%) indicated disagreement with the Peer Advisor program being helpful in meeting their advising needs. One respondent (0.8%) indicated disagreement with the Peer Advisor program being a helpful service to CHS students. Overall, the response to the Peer Advisor program is very positive. The amount of negative responses to the Peer Advisor program decreased compared to the previous year (4.1%).

**How did you use findings for improvement?**
The Peer Advisor program was enhanced by offering walk-in hours during which College of Human Sciences students could ask general advising questions of the peer advisors. The increased access to the peer advisors resulting from offering walk-in hours enabled the Academic Affairs Office to reach a larger number of students and assist in addressing a greater number of student questions during peak and off-peak times in the semester.

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.

**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). Click here to view the survey instrument.

Findings
Senior survey responses from Summer 2014, Fall 2013, and Spring 2014 indicated that 159 of 165 graduating senior respondents (95.7%) completed a senior credit check prior to graduation. Of those completing the senior credit check, 88 students (54.6%) completed the credit check at least two semesters prior to graduation, 61 students (37.8%) completed the credit check one semester prior to graduation, and 12 students (7.4%) completed the credit check the semester of graduation.

Seven 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 44% of seniors graduating Fall 2013, 76% of Spring 2014, and 54% of Summer 2014 completing a senior credit check either one semester before they graduated or the semester of graduation. However, these numbers do represent an improvement over the previous year, as greater numbers of Hotel and Restaurant Management students completed a senior credit check two semesters prior to graduation.

Compared to the 2012-2013 academic year, the percentage of students completing senior credit checks fell from 98.9% (183 of 185 respondents) to 95.7% (159 of 165 respondents). 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 2013-2014 academic year rose from 5% (9 of 183 respondents) to 7.4% (12 of 161 respondents).

How did you use 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 two special Senior Credit Check Walk-in Weeks through the Office of Academic Affairs in October 2013 and February 2014. The special credit check weeks were marketed to juniors and seniors with Halloween and Valentine’s Day themes, respectively, to capture their attention. The marketing materials listed the dates and times the academic advisors would be available for walk-in credit checks. Due to findings and increased student response, additional themed senior credit checks will be planned for AY ’14-’15.

**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.

**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 2013 and Spring 2014 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.

Click here to view the survey instrument.

Findings
Survey respondents (n=84) reported a mean score of 4.76 out of 5 (98.25% 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 registration advising form was updated to include check-boxes for referrals to other areas on campus. Click here to view the new registration advising form which was utilized during the 2013-14 academic year.

Additional Comments

Expected Outcome 3: 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”.

Click here to view the survey instrument.

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 61 out of 165 senior survey respondents (36.9%) from the fall 2013 and spring 2014 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 ($M = 4.17$)
2. To process information and make effective decisions ($M = 4.26$)
3. To demonstrate the level of work and commitment necessary for success in my field ($M = 4.29$)

Data recorded by the Auburn University Career Center liaison during three visits to Spidle Hall per semester indicated that 14 students met with the career counselor during Spring 2014. 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 as a result of the CHS marketing efforts. There were 134 College of Human Sciences student visits to the Auburn University Career Center in Mary Martin Hall during Spring 2014, and 121 visits in Fall 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 College to Career (C2C) Series was launched in Fall 2013. This free lecture series for CHS students included topics such as dressing for professional settings, networking through social media, budgeting, giving effective presentations, and understanding your first job offer. The series also offered an etiquette dinner led by an Auburn University Career Center representative. Plans to offer a C2C series for AY 2014-15 are being developed.

**Additional Comments**
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. Click here to view the survey instrument.

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 4.74 out of 5 (97.5% 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 4.84 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 4.95 out of 5.0 (99.2% 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 4.85 out of 5 (98.4% strongly agree or agree) in agreement with the statement "My advisor is approachable and concerned with my overall academic success", a mean score of 4.99 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 4.81 out of 5 (95.9% 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." This number represents a significant increase over the previous year (M = 4.47, 90.6% Agree or Strongly Agree).

Additionally, academic advising survey results indicate satisfaction with the advising services provided by the academic advisors/advising office. Results from the student sample (n=126) indicated a mean score of 4.88 out of 5 (99.2% 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:

“[My advisor] was very helpful and gave me options I didn't know about before.”
“Both advisors are really doing great and helping me feel confident! Highly Satisfied”
“Best and most helpful advisor I've ever had!”

**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 redesigned the registration advising form for the 2014-2015 academic year to include an "I would also like to discuss" section. This section allowed 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 could also write in other specific questions they would like their advisor to address, thus demonstrating to students that their questions were 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 2013 and Spring 2014, 593 students made use of 31 Walk in Wednesdays that were offered, averaging 19.1 students per walk-in day. Aggressive publicity of Walk-in Wednesdays enhanced participation.

An Instagram account was launched to communicate academic affairs related information. The Instagram account features an Academic Affairs Office "mascot" who promotes Walk-in Wednesdays and visits various areas on campus in order to introduce students to the academic support resources available to them. Emails are sent to remind students of important dates specific to their registration and course preparation. Yearly inservice training is also held each year to continuously improve customer service which is a focus for the Academic Affairs staff. Future plans include developing a Welcome Week activity for Fall 2014 to promote the services offered through the Office of Academic Affairs. Students
will be invited to meet the academic advisors and learn more about “Walk-in Wednesdays” for academic advising, student services, and career services available to CHS students.

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. Click here to view the survey instrument.

Findings
Senior survey results indicate satisfaction with the advising services provided by CHS Academic Advisors. The survey reflected a mean rating of 3.98 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, reflecting a slight increase over the previous year. Furthermore, the survey reflected a mean rating of 3.98 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, also reflecting a slight increase over the previous period.

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

“The student services are much better than most servies. I think that it is very orgianized, and very easy to get ahold of advisors and information when it is needed, in a quick and timely manner.”

“Student Services was very helpful in planning my schedules and making sure I had everything that I needed in order to graduate.”

“My advisor has always been quick to respond and very helpful”

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

“I would like to be better aware of what is fully expected of us to complete our major. The communications between the advisors and the students needs to improve when things are changed. Also, it would be nice to be advised that we have to declare our minor in Lowder. “

“We should get our faculty advisors sooner to start building that relationship, or at least get introduced to them.”

“I believe academic advisors need to know what becoming a Child Life Specialist involves before talking to a student who desires to have that concentration.
How did you use findings for improvement?

All student comments were reviewed and discussed in Academic Affairs staff meetings and at the yearly retreat.

Freshman Meetings are held each fall to orient students to the academic advising process and increase communication between students and advisors.

Based on student comments from the senior survey data, the Office of Academic Affairs increased communication regarding academic planning by offering a special walk-in week for Senior Credit Checks during the month of October 2013. The office heavily promoted 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 was to encourage timely credit checks in order to 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.

Future plans include developing “tip sheets” which explain to students what to expect from their faculty and peer advisors.

Additional Comments

Expected Outcome 5: 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 2013 and Spring 2014 semesters was conducted using data from a report generated through Banner software.

Findings
As of the last day to add classes in the Fall 2013 semester, 937 (82.6%) of the 1134 undergraduate students in the College of Human Sciences were registered full-time with a minimum 12 hours. Thus, 197 students (17.4%) were not registered full-time as of the last day to add classes.

As of the last day to add classes in the Spring 2014 semester, 962 (85.3 %) of the 1128 undergraduate students in the College of Human Sciences were registered full-time with a minimum 12 hours. Thus, 166 students (14.7%) were not registered full-time as of the last day to add classes.
A demographic analysis of the group of students registered below full-time following the walk-in advising period for spring 2014 and Fall 2013 semesters revealed that Human Development and Family Studies students comprised the largest number of students registered below full-time at the last date to add classes each semester (21 students in Spring 2014 and 24 in Fall 2013). However, this is likely due to two factors: (a) HDFS majors represent the largest number of students in the College of Human Sciences, and (b) the HDFS program requires a minimum 2.25 GPA to take upper level courses in the major, which means that students without the required GPA may need to drop below full-time status while building up their GPA.

**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 for improvement include enhancing communication of the branded walk-in registration advising periods and continuing to offer these branded times each year so that students will know to expect them. Future plans also include offering a themed night-time registration advising session with food and beverages provided to allow students additional and convenient access to the advisors prior to registration.

**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 Fall 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 Fall 2013 revealed that 714 of the 1134 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 47.6 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 19 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. Based on the positive response from the “theme based” approach, new themes will be developed for AY 2014-15 to market Walk-in Wednesdays.

Additional Comments