

# Student Success

Auburn University Montgomery (AUM) evaluates success with respect to student achievement consistent with its mission. The AUM mission in the 2013-2018 Strategic Plan is as follows:

***The mission of Auburn University at Montgomery is to provide quality and diverse educational opportunities at the undergraduate and graduate levels through use of traditional and electronic delivery systems, and to foster and support an environment conducive to teaching, research, scholarship, and collaboration with government agencies, our community, and other educational institutions.***

From the most comprehensive measures used across the university, such as course completions and standardized testing administered in the core curriculum, to academic-school and department measures, the university regularly and carefully monitors student success and achievement for all levels of students and all delivery systems, against the mission of the University.

## **UNIVERSITY-WIDE STUDENT ACHIEVEMENT**

The measures that are used to indicate achievement of all Auburn University at Montgomery students include:

- **Retention/Graduation Rates**
- **Program Completions**
- **Course Completion**
- **Job Placements**
- **Core Curriculum Testing**
- **Program Related Assessments and Licensure**

## Retention and Graduation Rates



**AUM achieved the retention goal established for the Strategic Plan for 2014 and 2015 cohorts as shown below.**

AUM monitors retention and graduation rates in keeping with its mission to "provide quality and diverse educational opportunities at the undergraduate and graduate level." In addition, the mission of AUM is the basis for AUM's core value, "promotes a student-centered experience Reports are provided to Enrollment Management on incoming students with information showing indicators of quality, source, ethnicity, and age for both freshmen and transfers. AUM is continuing its success in retention rates for both freshmen and transfers in order to increase success in four to six year graduation rates.

**Monitoring Retention through Integrated Postsecondary Education System (IPEDS)**

# Retention

Cohort Year	Year 1 Retention Rate	Year 2 Retention Rate
2007	60.6	45.0
2008	64.7	45.6
2009	58.0	40.3
2010	55.7	38.6
2011	59.6	44.2
2012	63.4	51.8
2013	65.2	52.3
2014	64.6	48.0
2015	66.5	

*\*2015 final percentage to IPEDS and CSRDE was 66.7 after an exclusion was removed from cohort.*

Monitoring retention and graduation rates using the Integrated Postsecondary Education System shows that AUM has achieved the retention goal, or threshold of success, (at least 65%) established for the strategic plan with the Fall 2014, Fall 2015, and Fall 2016 cohorts as shown above.

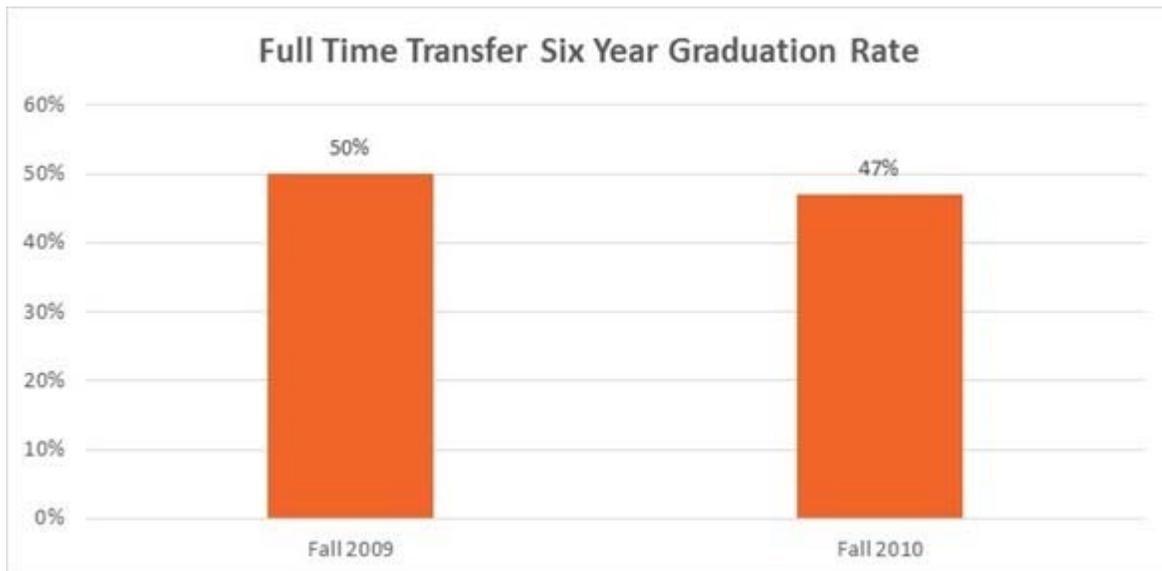
A review of institutional data suggests that over the past five years the first-year retention for first-time full-time freshmen increased from 55.7% to 66.7%, thereby exceeding the 65% goal established in the strategic plan. This increase is noteworthy given that 60% of undergraduate students are Pell Grant recipients and 16% require developmental education classes in reading, writing, or mathematics. With this improvement in retention rate, AUM strives to reach a threshold of success in its first-time full-time freshmen graduation rate to that of 50% by 2018.

### **Monitoring through Consortium for Student Retention Data Exchange (CSRDE)**

Going beyond meeting our threshold of success, AUM seeks to compare retention performance with similar institutions. AUM participates in the Consortium for Student Retention Data Exchange (CSRDE) as a "moderately selective" (Composite ACT score of 21 to 22.4) public institution with fewer than 5,000 students. For the 2015 cohort, AUM's Year One retention rate (66.7%) is 2.3 percentage points above the CSRDE comparison group rate of 64.4% (Moderately Selective Public Institutions).

### **Monitoring the Student Achievement Measure (SAM)**

AUM also monitors the graduation rate of transfer students along with freshmen, since almost 40% of our graduating seniors started AUM as transfers (Office of Institutional Effectiveness). The graduation rate of transfer students shows a higher success rate for students beginning in 2009 and 2010 as seen below. AUM began to capture transfer graduation rates once graduation success rate of transfers became available.



### **Retention Success Initiatives and Monitoring by a College-wide Committee**

In 2012, AUM created a campus-wide retention committee in order to form initiatives to impact retention rates across campus and to monitor impact of these initiatives. The committee created working groups to address suggestions produced during a series of campus focus group meetings. As of August, 2017, new working groups are being added such as Financial Literacy. Information provided to the committee to monitor possible impact of new initiatives includes retention/graduation rates, Student Satisfaction survey, and Graduating Students Survey, all of which are captured by the Office of Institutional Effectiveness. Working subgroups, described below keep the retention committee informed of issues which may impact retention of our students. As an example, the financial literacy subgroup determined that many students started classes without having a clear understanding of the amount of financial aid that will be available. Several initiatives were started such as incorporating the use of AUM's cost calculator into Orientation and incorporating additional information on financial literacy into the new students orientation class (UNIV 1000). Other subgroups are below.

*The Campus Culture working group*

*Policy Review working group*

*Financial Literacy working group*

*Warhawk Warning – Early Alert Program working group*

*University Success Course working group*

*Keep it Current (data communication) working group*

Many initiatives were started as a result of close monitoring of student success by AUM's retention committee.

- AUM developed the Warhawk Academic Success Center which houses program advising, and academic transition programs. The Warhawk Academic Success Center (WASC) is a physical space where students may receive academic advising and student success advising. Through this program, faculty and staff can submit referrals to the Student Success and Retention Office for students who are struggling with academic or co-curricular challenges and for students who deserve recognition for outstanding achievements. When referrals are received for a student who needs additional support, an advisor contacts the student and connects them with appropriate services.
- Additionally, AUM initiated Warhawk Warning along with mid-term grade reporting. Under the Warhawk Warning policy, instructors are required to report mid-term grades. Advisers contact students who have multiple failing grades by telephone to help them with their challenges.

## Transfer Out Success Rate Monitored for Auburn Guarantee Program



**Sixty-four percent of the 2015-16 AUM/Auburn Guarantee Program participants were admitted into Auburn University after one year of study for 2016-17. An Additional 7% remained at AUM.**

In keeping with AUM's mission to include "..... collaboration with government agencies, our community, and other educational institutions," AUM entered into a cooperative arrangement with Auburn University called Auburn Guarantee. Auburn Guarantee is basically an articulation agreement between Auburn University and Auburn University at Montgomery designed to prepare those students with their hearts set on attending Auburn University a successful academic transition. AUM annually monitors the success of students enrolled with expectation to transfer to Auburn University at the end of their first year. Auburn Guarantee is available to students who have applied to Auburn and had their admission denied. Auburn Guarantee students are officially AUM students and take all their classes at the AUM campus. If students maintain a 2.5 GPA, earn a minimum of 30 credit hours and meet academic expectations, they will be guaranteed admission as an AU student beginning their sophomore year.

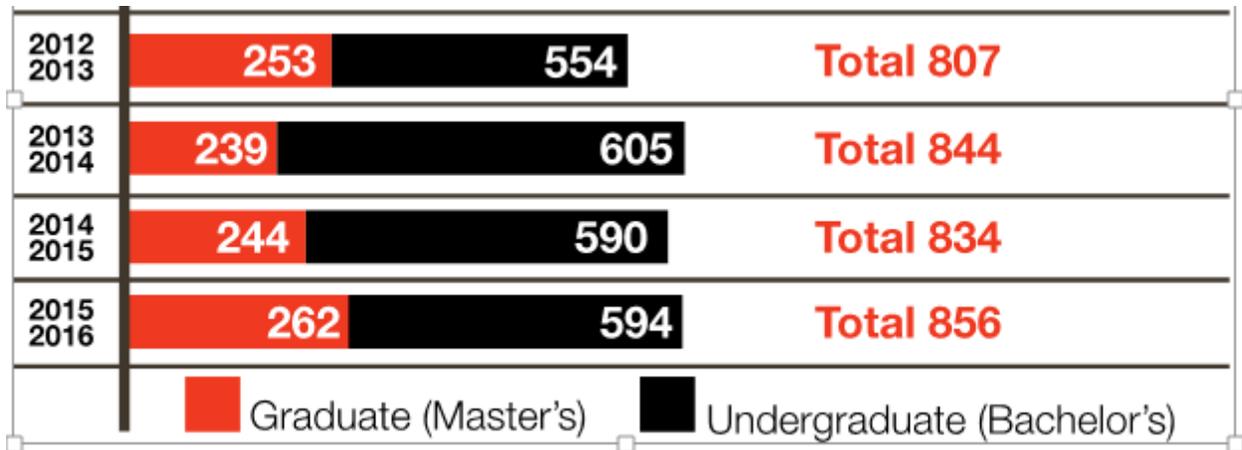
The Success of the Auburn Guarantee is as follows:

The beginning cohort for fall 2014 included 83 students. At the end of the year 55% of the students were accepted into Auburn University for fall 2015, 24% returned to AUM for classes. The cohort for Fall 2015 included 91 students with 64% of the students accepted into Auburn University and 7% returning to AUM for classes.

## Degree Completions



**Degree Completions at AUM have increased overall by 6% over the last four years.**



In keeping with AUM's mission to provide "quality and diverse educational opportunities," continued growth and successful matriculation was set as a threshold, to emphasize AUM's identified core value of "commitment to constant improvement".

## Successful Course Completion

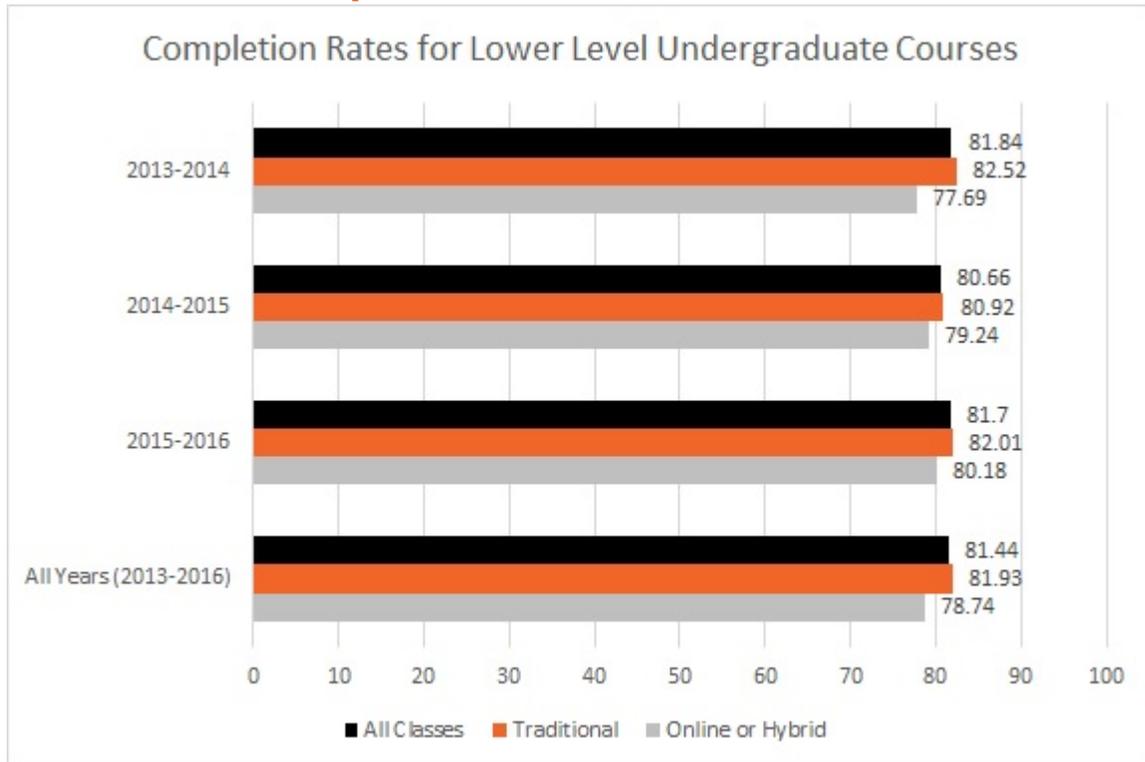
AUM's mission highlights the need for "diverse education opportunities at the undergraduate and graduate levels through the use of traditional and electronic delivery system"; therefore successful course completions are monitored across levels and forms of instructional delivery.

Data about course completions (below) and DFW rates (example of DFW report) are frequently distributed to different campus stakeholders. The DFW rates decreased from 2013 to 2016 for online courses.

For most lower-level undergraduate courses (below), a grade of A, B, C, CR, D or S is considered passing. The only exceptions are for English Composition I and English Composition II, in which a D would not be considered to be a passing grade. In lower-level courses from 2013-2016 over 80% of students passed, regardless of whether their course was offered in a distance (hybrid or online) format or traditionally on campus.



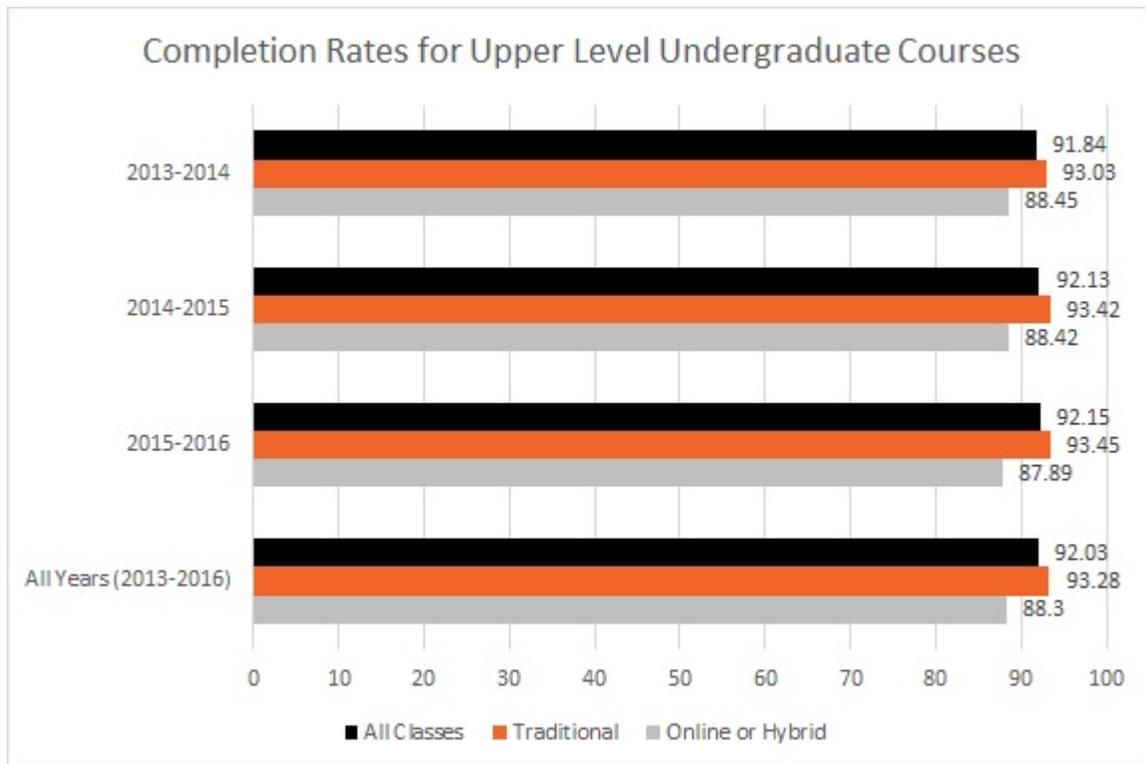
**In lower-level courses from 2013-2016, over 80% of students passed irrespective of whether their course was offered in a distance (hybrid or online) format or on campus.**



For all upper-level undergraduate courses (below), a grade of A, B, C, D, P or S is considered passing. In these courses from 2013-2016 over 90% of students passed, regardless of whether their course was offered in a distance (hybrid or online) format or traditionally on campus.



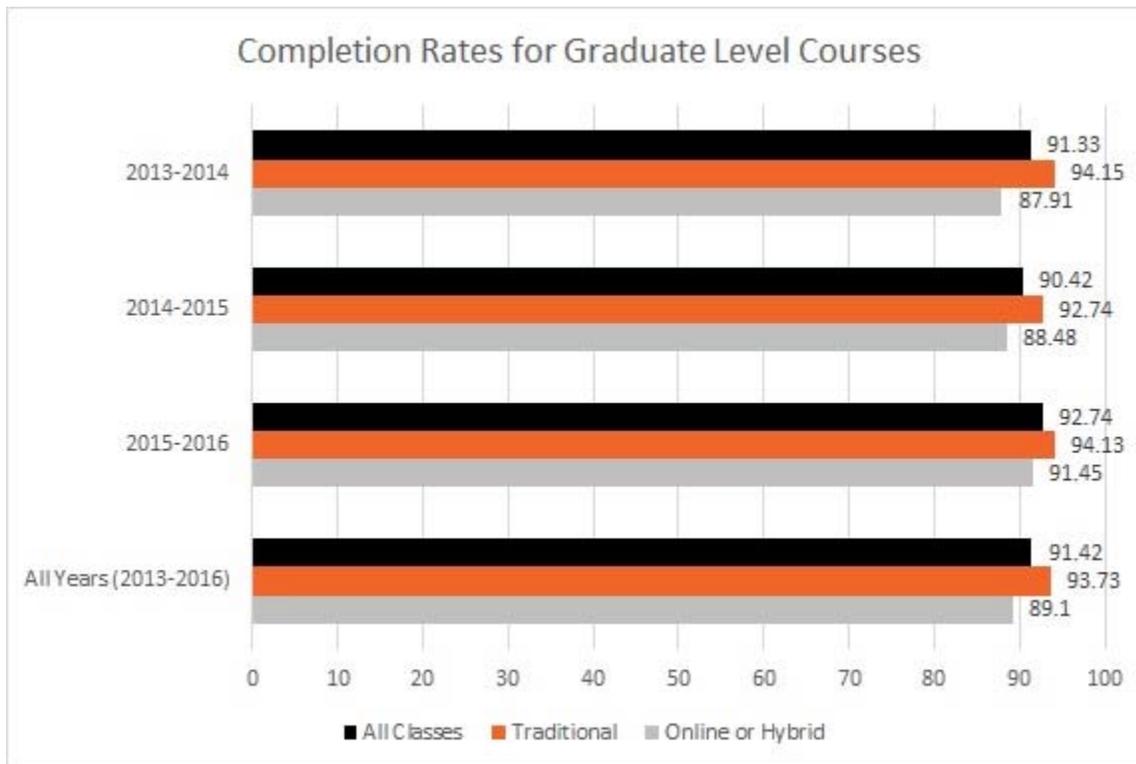
**In upper-level courses from 2013-2016, over 90% of students passed irrespective of whether their course was offered in a distance (hybrid or online) format or traditionally on campus.**



In graduate courses (below), a grade is considered passing if it is an A, B, C, or S. In these courses from 2013-2016 in Figure 3, over 90% of students passed, regardless of whether their course was offered in a distance (hybrid or online) format or traditionally on campus.



**In graduate-level courses from 2013-2016, over 90% of students passed irrespective of whether their course was offered in a distance (hybrid or online) format or traditionally on campus.**



## Job Placements Rates

Students' post-graduation plans are captured from individual colleges across campus upon graduation. AUM's mission drives the vision statement that AUM "will be recognized as an integral community partner and a resource for the enrichment and economic development of the Southeast region and beyond." Therefore consideration is given to the success of our graduates.

The State of Alabama does not offer a method for tracking employment so self-report through indirect methods is the only job placement source for AUM.

The School of Nursing in the College of Nursing and Health Sciences reports a job placement rate for students receiving a Bachelor of Nursing Science of 100% (Placement Survey). The College of Business reports a placement rate, in 2015-16, of 72.9% for undergraduates and 67.5% for graduate students. Students graduating from the Medical Laboratory Sciences have a job placement rate of 100%.

## Core Curriculum Testing

The Core Curriculum Oversight Committee considers and monitors general education assessment results. The following student learning outcomes were proposed and approved by the faculty senate.

<b>Student Learning Outcome</b>	<b>Assessment Tool</b>
SL1 .Students will be able to formulate and support an assertion and organize major ideas to defend that assertion in written form.	CAAP exam focused on writing given in alternate years in upper-level Writing Intensive Courses.
SL2. Students will be able to formulate and support an assertion and organize major ideas to defend that assertion in oral form.	Common rubric assessment across oral presentations in ENGL 1020 and COMM 1010. Assessed each semester beginning Fall 2015.
SL3. Students will be able to clarify, analyze, evaluate, and extend arguments.	CAAP exam focused on critical thinking given in alternative years in upper-level Writing Intensive Courses.
SL4. Students will be able to use quantitative reasoning to solve mathematical problems	Selection of 15 course specific exam questions developed by MATH faculty. Results reported out Fall and Spring.
SL5. Students will be able to demonstrate an understanding of aesthetic, historical, philosophical, and ethical issues of diverse communities.	Twelve question pre- and post-test exam given in VISU 1000 (with plans for extension to MUSI 1000).

### *Critical Thinking*

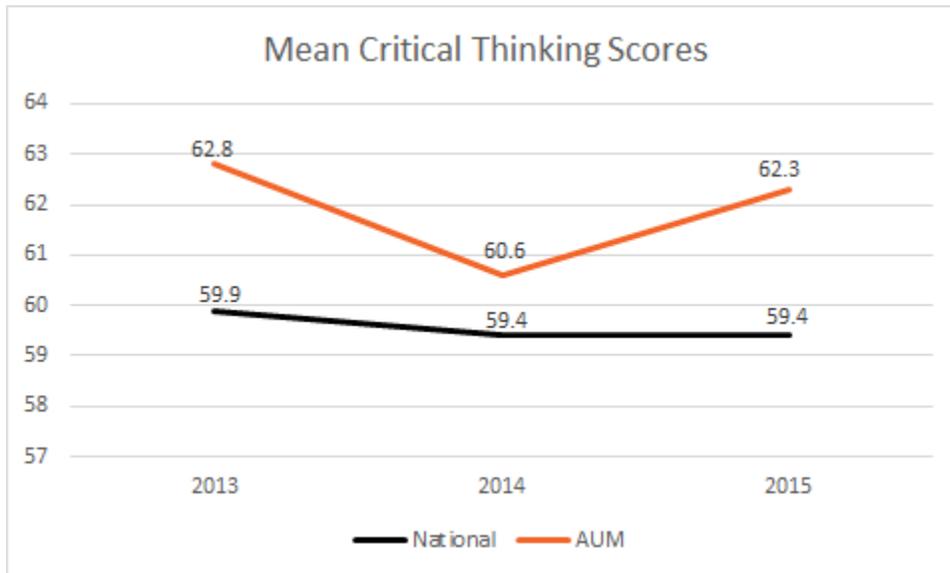
Evidence exists that AUM is performing above the national norms in critical thinking skills. The University uses standardized testing in the core curriculum to capture achievement data. Several modules of the Collegiate Assessment of Academic Proficiency (CAAP), developed by ACT, Inc. are given to determine the student performance. These modules include: Writing Essay and Critical Thinking

We provide data about AUM student performance in comparison to students nationally on two exam modules Writing Essay and Critical Thinking.



## Evidence exists that AUM is performing above the national norms in critical thinking skills.

Collegiate Assessment of Academic Proficiency  
Improvement in Mean Critical Thinking Scores in Comparison to National Norms of Four-year College Sophomores  
(approximately 150 + institutions).



Critical Thinking				
	National		AUM	
2013	N=9,657	S.D.=5.7	N=526	S.D.=5.2
2014	N=9,219	S.D.=5.5	N=521	S.D.=4.8
2015	N=9,219	S.D.=5.5	N=417	S.D.=5.0
2016	N=5,773	S.D.=5.6	N=385	S.D.=4.8

In 2013, which was the first administration of Critical Thinking module in upper level classes, the mean score on the Post-Critical Thinking module was 62.8, compared to the national mean score of 59.9.

In 2014, the score on the Critical Thinking module was 60.6, compared to the national mean score of 59.4.

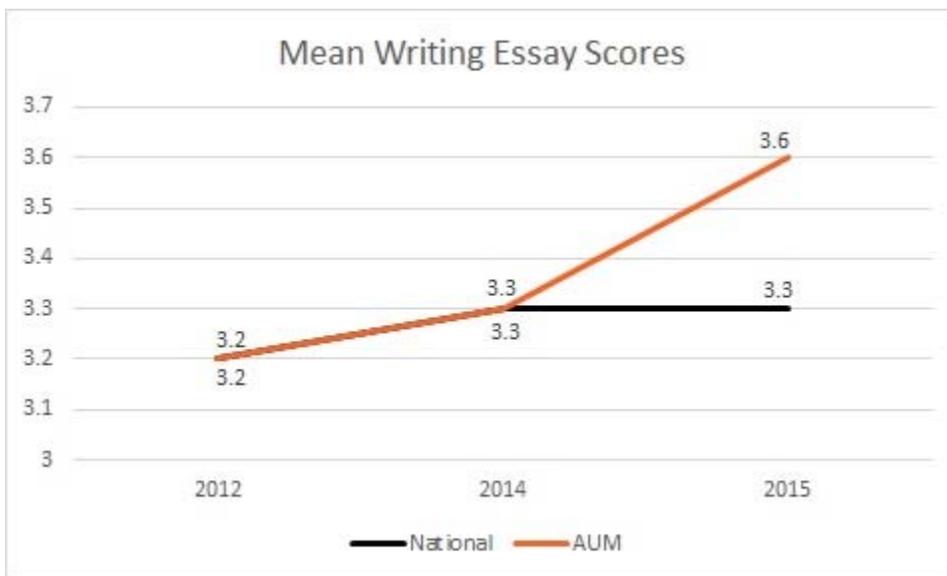
In 2015, Critical Thinking module was 62.3, compared to the national mean score of 59.4. This

trend of scoring above the national mean continued in 2017 with AUM scoring 62.2 in comparison to the national norm of 59.5  
 Evidence exists that AUM is performing above the national norms in Writing Essay skills:

Collegiate Assessment of Academic Proficiency Improvement in Mean Writing Essay Scores in Comparison to National Norms of Four-year College Sophomores (approximately 150 + institutions).



**Evidence exists that AUM is performing above the national norms in writing essay scores.**



Writing Essay				
	National		AUM	
2012	N=3,973	S.D.=0.6	N=374	S.D.=0.6
2014	N=3,529	S.D.=0.7	N=557	S.D.=0.6
2015	N=3,130	S.D.=0.7	N=414	S.D.=0.6

In 2012, the mean score was 3.2, compared to the national mean score 3.2.  
 In 2014, the mean score was 3.3, compared to the national mean score of 3.3.  
 In 2015, the mean score was 3.6, compared to the national mean score of 3.3.

The improvements in Mean Writing Essay Scores demonstrate the success of interventional strategies, given that 16% of AUM undergraduates do not meet the college preparedness standards at the time of their matriculation and need developmental instruction.

### **Writing Skills Measured in Writing Intensive Courses**

Writing Across the Curriculum (WAC) Self-Assessment Instrument Results

- 2015 WAC Rubric Data: At the end of each semester, faculty teaching a Writing Intensive (WI) course are required to assess each enrolled student's current writing skills using the AUM WAC rubric. End-of-the-semester faculty ratings of students' writing show sustained improvement in focus, content, organization, style, and English language conventions from the first WI course to the fifth (usually a senior capstone course in the major). A 10% increase from the first writing intensive score to the last is considered successful.

### **Average Scores for each Writing Intensive Course for Rubric Categories**

	<b>Focus (5 point scale)</b>	<b>Content (5 point scale)</b>	<b>Organization (5 point scale)</b>	<b>Style (5 point scale)</b>	<b>Language Conventions (5 point scale)</b>
1 <sup>st</sup> WI course	3.73	3.69	3.71	3.58	3.59
2 <sup>nd</sup> WI course	3.87	3.77	3.81	3.68	3.73
3 <sup>rd</sup> WI course	4.0	3.87	3.93	3.75	3.86
4 <sup>th</sup> WI course	4.11	3.94	4.01	3.84	3.98
5 <sup>th</sup> WI course	4.21	4.01	4.13	3.92	4.0
Percent Change from 1st to 5th WI course	13%	9%	11%	10%	11%

### *Quantitative Reasoning*

The Math department focused on course-specific topics within each core course and worked to address observed deficiencies in student performance). While a threshold of success set by the Mathematics Department was met, the math department did identify skills requiring additional

instruction as: standard deviation calculation (Statistics), finding the linear system giving the augmented matrix (Matrix Theory), determining the zeros and their multiplicity for polynomial functions (Polynomial Functions), finding the vertical asymptotes of rational functions (Rational Functions).

#### *Oral Communication and Intercultural Knowledge*

Assessment of oral communication occurs in ENGL 1020 and COMM 1010 and involves the use of overlapping rubrics. An assessment of 250 students in Fall 2015 demonstrates that students are meeting or exceeding the desired goal of 80% achieving at expected or greater than expected across the three areas of concern (organization, content and delivery).

AUM uses a pre-post testing instrument to assess intercultural knowledge and competency (an understanding of the aesthetical, historical, philosophical, and ethical issues). The test is given to all sections of VISU 1000 (Art Appreciation). In Fall 2015, the post-test revealed that 63% of students scored acceptable or outstanding on the questions associated with cognitive skills. The percentages were higher for Affective Skills and Behavioral Skills at 81% and 80%, respectively.

## **COLLEGE AND DEPARTMENT STUDENT ACHIEVEMENT**

Across AUM, colleges and departments measure student achievement in various ways. This narrative highlights some of these measurements.

### **Licensure Rates**

Two schools and one program report licensing and pre-licensing examination data.

#### *College of Education*

For teacher education candidates, a passing score on all Praxis II tests required for specific licensure areas must be submitted to the Certification Office prior to internship placement. Two program areas exempt from this COE policy requirement include: Instructional Leadership and School Counseling master level candidates. Candidates in exempt programs who do not pass Praxis II tests are issued an "IP" in a course during their final term until a passing score is earned. Thus, because of the Praxis Policy in the College of Education revised on August 20, 2014, Praxis II Pass Rates, by Department are 100%.

**College of Education Praxis II Pass Rates, by Department  
Students Preparing for Internship**

Year	Counselor, Leadership, and Special Education	Curriculum, Instruction, and Technology	Kinesiology
2013-2014	100%	100%	100%
2014-2015	100%	100%	100%
2015-2016	100%	100%	100%
2016-2017	100%	100%	100%

***College of Nursing and Health Sciences***

Every year from 2012-2016, a high percentage of students in the College of Nursing and Health Sciences passed the National Council Licensure Examination for Registered Nurses (NCLEX-RN). Passage of this test is necessary for licensure for registered nurses. In most years, the AUM NCLEX-RN pass rates (for students who take the exam in Alabama) are above the state and national averages. The results of the NCLEX-RN tests are reported to the Office of Institutional Effectiveness annually.

**College of Nursing and Health Sciences NCLEX-RN Pass Rates**

Year	AUM Pass Rate	Alabama Pass Rate	National Pass Rate
2012-2013	90.1%	84.4%	84.3%
2013-2014	81.0%	82.4%	81.7%
2014-2015	85.7%	84.7%	84.3%
2015-2016	80.6%	86.5%	84.3%

The AUM School of Nursing NCLEX-RN® pass rate for first-time test takers for the past four years remains at or higher than the benchmark of 80%. The downward trend in the pass rate has been of concern to the faculty in the School of Nursing. In response to this concern, the faculty has instituted several measures to improve scores. An individualized student mentoring program has been established, the School of Nursing changed from using the standardized tests from Assessment Technology Incorporated (ATI) to Health Education Systems Incorporated (HESI) and course specific exams are given in all nursing courses as well as an NCLEX-RN® predictor test in the final semester of the program. The SON also provides all graduating seniors with an NCLEX-RN® review course on campus. Since full implementation of the program improvements noted, there is no full-year pass rate to report, however, the most recent third quarter results (April 1, 2017-June 30, 2017) show that AUM has a 96.97% pass

rate.

### **Medical Laboratory Science**

Employers of Medical Laboratory Science students expect that they have passed the American Society for Clinical Pathology certification exam. From 2013-2016, shows most Medical Laboratory Science students have passed the test. Students who have taken the program online have performed exceptionally over these years. To ensure that the percent of all students who take the exam is maximized, program administrators have made curricular changes to better prepare certification candidates. Some changes include the addition of a comprehensive review course and weekly exams and more test items involving higher levels of learning have been introduced.

Medical Laboratory Science Board of Certification Exam Pass Rates

<b>Year</b>	<b>Pass Rates (AUM)</b>	<b>University Based Programs</b>	<b>National</b>
2013	96%	83.9%	84.5%
2014	93%	84.4%	83.8%
2015	88%	79.2%	78.9%
2016	85%	80.7%	79.8%

### **Conclusion**

The Office of Institutional Effectiveness is charged with collecting data to assist with monitoring student achievement to include: persistence, subject test results, licensure tests results, course completions or DFW rates, growth in completions, success of graduates, core curriculum testing.

Student achievement is reported externally in the Consumer Information Page. A link to this page is provided to the Southern Association of Colleges and Schools Commission on Colleges. For additional information, contacts for the Office of Institutional Effectiveness can be found at:

<http://www.aum.edu/institutional-effectiveness>