

Student Success

Auburn University Montgomery (AUM) evaluates success with respect to student achievement consistent with its mission. The AUM mission in the 2012-2018 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 a course completions report, 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.

UNIVERSITY-WIDE STUDENT ACHIEVEMENT

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

- Retention/Graduation Rates
- Degree Completions Report
- Course Completions Report
- Job Placement
- Graduate School Acceptance
- Core Curriculum Testing
- Program Related Assessments and Licensure
- Notable Alumni
- Student and Alumni Achievements

Retention and Graduation Rates

In September 2012, a retention committee was developed to identify underlying factors related to university student success and attrition patterns and the development of initiatives to increase student success and retention. This committee (which is still in existence in 2017) set a new expected outcome for retention which was included in the 2013-2018 Strategic Plan. **The threshold was that the 1st to 2nd year retention rate should be increased to at least 65% by 2018.**



AUM achieved the retention goal established for the Strategic Plan for 2014, 2015, and 2016 cohorts as shown below.

Cohort Year	Year 1 Retention Rate	Year 2 Retention Rate	Year 6 Graduation Rate
2007	60.6	45.0	27.3
2008	64.7	45.6	24.6
2009	58.0	40.3	21.5
2010	55.7	38.6	22.1
2011	59.6	44.2	
2012	63.4	51.8	
2013	65.2	52.3	
2014	64.6	48.0	
2015	66.5		

In an effort to have a greater impact on graduation rates as well as retention, initiatives developed by the retention committee. Working groups were created to address suggestions produced during a series of campus focus group meetings that were conducted in 2012 through 2016. The working groups include:

- Campus Culture working group
- Policy Review working group
- Warkhawk Warning – Early Alert Program working group
- University Success Course working group
- Common Reading Program working group
- Keep it Current (data communication) working group

Out of these working groups came the following initiatives to increase retention and graduation rates:

- Development of the Warhawk Academic Success Center which houses advising, academic transition programs, Auburn Guarantee program, and UNIV 1000. The Warhawk Academic Success Center (WASC) is a physical space where students may receive academic advising and student success advising.
- Mid-term grade reporting began in the fall semester of 2013. Under this policy, faculty are required to report mid-term grades and advisors contact students who have multiple failing grades by telephone to help them with their challenges.
- The Warhawk Warning program began in 2013. 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.
- UNIV 1000: University Success course requirement was introduced. Beginning in fall 2014, most incoming students are required to take this two hour class. The course is designed to provide students with skills and information that they will need to successfully succeed in college.
- Introduction of the Common Reading Program, called “AUM Connected,” that encouraged AUM students and local high-school students to read a book and participate in related campus activities. This program was designed to increase student engagement.
- The AUM Learning Center/Instructional Support Lab (LC/ISL) increased tutoring to students to help them succeed at AUM. Achievement of students seeking supplemental instruction is monitored closely with reports from Tutor Trac.



Students receiving support from the Learning Center/Instructional Support (LC/ISL) have higher pass rates for some courses.

Fall 2015 for BIOL-2101, Human Anatomy and Physiology I Lab, the LC/ISL offered support to 105 out of 276 enrolled students, of which 61% passed versus 31% of non-attending (LC/ISL) students.

Fall 2015 in ENGL 1010 students who received supplemental instruction (89.0%) passed (with a grade of A, B, or C) at a slightly higher rate than those who did not receive supplemental instruction (84.3%).

- Auburn Guarantee is a cooperation between Auburn University and Auburn University at Montgomery and was designed to prepare those students with their hearts set on attending Auburn University a successful academic transition. 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.



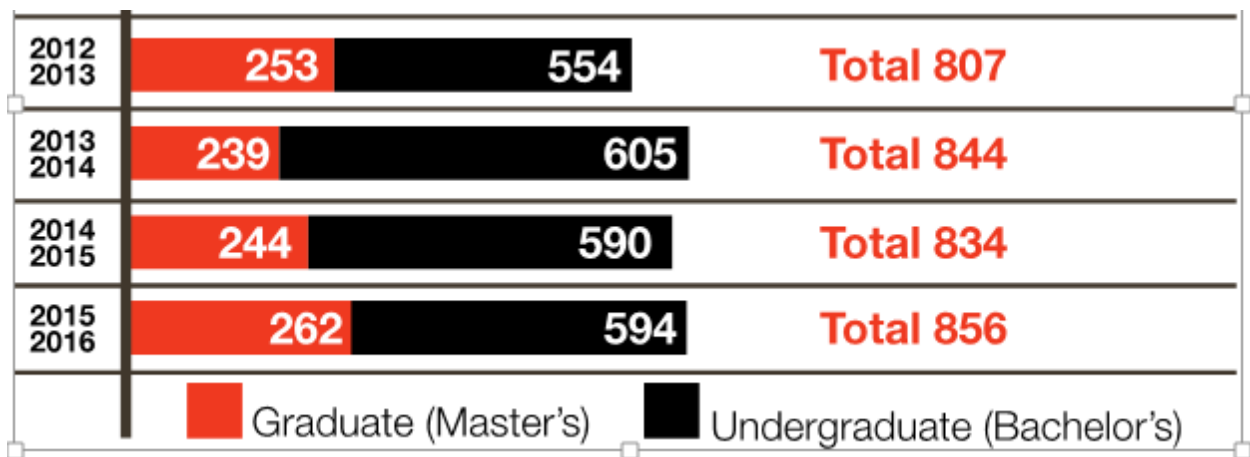
One hundred percent of the 2015-16 AUM/Auburn Guarantee Program participants were admitted into Auburn University after one year of study for 2016-17.

2015-16 Students (Fall 2015 start):

Total in AUM/Auburn Guarantee Program: 91 students

Enrolled in AU for 2016: 91 students

Degree Completions



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

While AUM continues to have increases in the numbers of degrees awarded, the thresholds of success or goals for degree completions, set in the 2012-2018 Strategic Plan, were not met.

Thresholds of Success for AUM:

The number of masters degrees granted will increase to 350 per annum.
The number of bachelor degrees granted will increase to 960 per annum.

AUM continues to measure student satisfaction surveys with results distributed to academic units and departments.

Successful Course Completion

Data about course completions (DFW rates, below) are frequently distributed to different campus stakeholders. These data are available to departments through an intranet (AUMnet) connections (Data Repository). Programs use such data to initiative discussions about curricular decisions within each Colleges curriculum committee. **These charts below are an aggregated report by level of student success in courses. Success is described for each level. Thresholds are being set by each curriculum committee.**

For most lower-level undergraduate courses, 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. For all upper-level undergraduate courses, a grade of A, B, C, D, P or S is considered passing.



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.

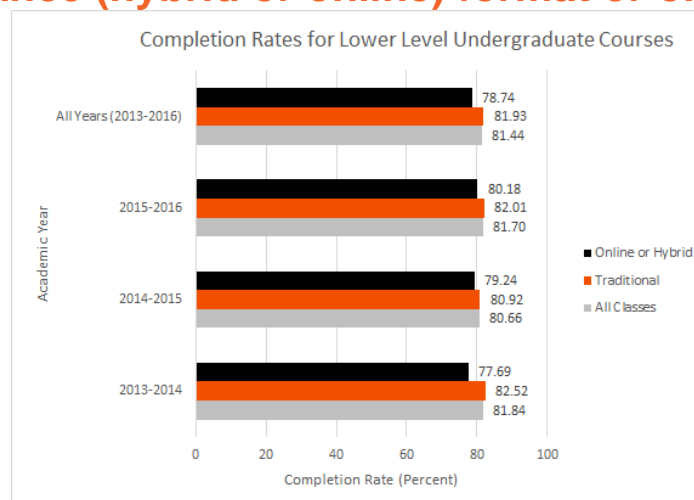


Figure 1. Completion Rates for Lower Level Undergraduate Courses



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.

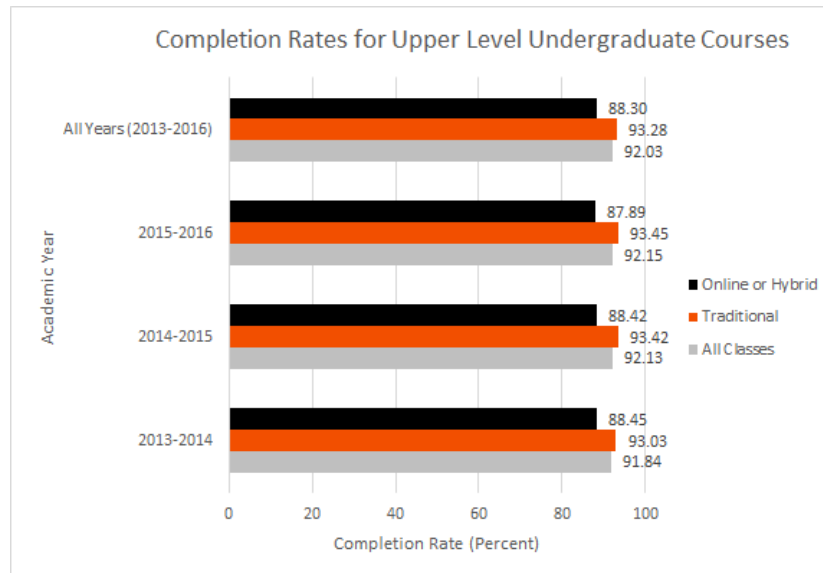


Figure 2. Completion Rates for Upper Level Undergraduate Courses



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.

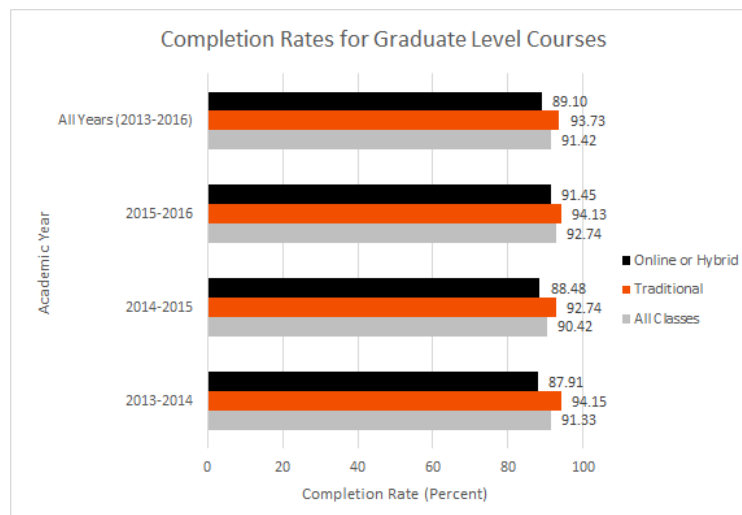


Figure 3. Completion Rates for Graduate Level Courses

Job Placements and Graduate School Acceptance

Students' post-graduation plans are captured using questions on the Graduation Survey. Since 2011, the Graduation Survey (formerly Senior Survey) has been administered each semester to any student who has registered for graduation with results aggregated and reported based on the academic school year (fall, spring, summer). The response rate is typically over 40%.

Full results for both undergraduates and graduate students can be viewed at: <http://www.aum.edu/institutional-effectiveness/assessment/graduation-survey>



In the 2014-14 undergraduate graduating class, sixty-one percent of students planning on gaining employment after graduation had either secured a job or received a job offer.

There is evidence of improvement in obtaining job upon graduation over the years (54% to 56% in 2012-13 to 2013-14). Nursing students were most successful in securing positions or receiving a job offer (87.2%) while the students from the College of Education were least successful (37%). However, the lower percentage of education students with jobs at the time of graduation may be a result of timing of education hires within school systems. With the exception of Arts and Sciences, students reported that most of the jobs obtained were related to the awarded degree.

Undergraduate Employment for 2014-15

Full-time Employment	AUM (N=197)	Arts & Sciences (n=42)	Business (n=55)	Education (n=27)	Nursing & Health Sciences (n=47)	Public Policy & Justice (n=26)
Secured Employment	54.3%	50.0%	58.2%	14.8%	80.9%	46.2%
<i>*Very Related to Degree</i>	65.4%	38.1%	50.0%	50.0%	97.4%	58.3%
<i>*Marginally Related to Degree</i>	20.6%	38.1%	28.1%	50.0%	2.6%	16.7%
<i>*Unrelated to Degree</i>	9.3%	23.8%	12.5%	0.0%	0.0%	8.3%
Offered Employment (Not Accepted)	6.6%	2.4%	5.5%	22.2%	6.4%	0.0%
Not Employed	39.1%	47.6%	36.4%	63.0%	12.8%	53.8%

Source: 2014-2015 Undergraduate Graduation Survey

Graduate Employment for 2014-2015



In the 2014-14 59% of graduate students planning on gaining employment after graduation had either secured a job or received a job offer.

Full-time Employment	AUM (N=109)	Arts & Sciences (n=13)	Business (n=28)	Education (n=55)	Public Policy & Justice (n=13)
Secured Employment	56.9%	76.9%	50.0%	58.2%	46.2%
*Very Related to Degree	74.2%	80.0%	50.0%	84.4%	66.7%
*Marginally Related to Degree	19.4%	33.3%	10.3%	0.0%	18.2%
*Unrelated to Degree	1.6%	10.0%	0.0%	0.0%	0.0%
Offered Employment (Not Accepted)	1.8%	0.0%	3.6%	1.8%	0.0%
Not Employed	41.3%	23.1%	46.4%	40.0%	53.8%

Source: 2014-2015 Graduation Survey

Post Graduate Hourly Pay

A new item was added to the survey in 2012-2013 to determine the hourly equivalent of an annual salary (based on 2080 work hours per year). Both undergraduate students and graduate students who secured full-time employment reported a mean pay rate higher than the per capita income (converted to an hourly rate) of Alabama and the nation as a whole.



As evident in Table 7, the hourly rate for AUM undergraduates and graduate is higher than the hourly rate for Alabama and lower than the rate for the United States.

Table 7. Hourly Pay Comparison, 2014-2015

	AUM Undergraduate	AUM Graduate	Alabama	United States
Hourly Rate (Converted)	\$20.93	\$21.65	\$20.15*	\$23.23**

*The Alabama hourly rate comes from the following website:
http://www.bls.gov/oes/current/oes_al.htm

**The United States hourly rate comes from the following website:
http://www.bls.gov/oes/current/oes_nat.htm

Core Curriculum Testing

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](#). Modules are administered according to a rotating schedule in required courses. Because the test is not administered each semester, all AUM students do not take every module. However, because testing occurs in required courses in semesters and classes with traditionally high enrollment, an adequate sampling is achieved. We provide data about AUM student performance in comparison to students nationally on two exam modules Writing Essay and Critical Thinking. **The threshold for success, as set by the core curriculum committee, was for students to score within one standard deviation of the mean for all nationally normed tests.**

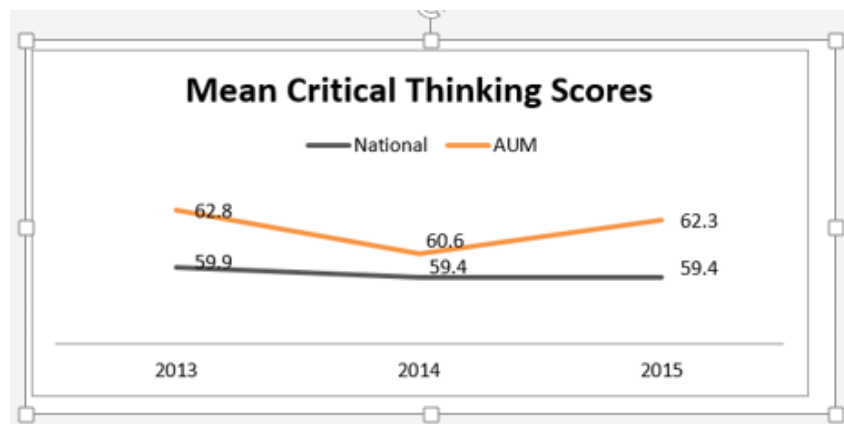


Evidence exists that AUM is performing above the national norms in critical thinking skills.

ACT

Collegiate Assessment of Academic Proficiency

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

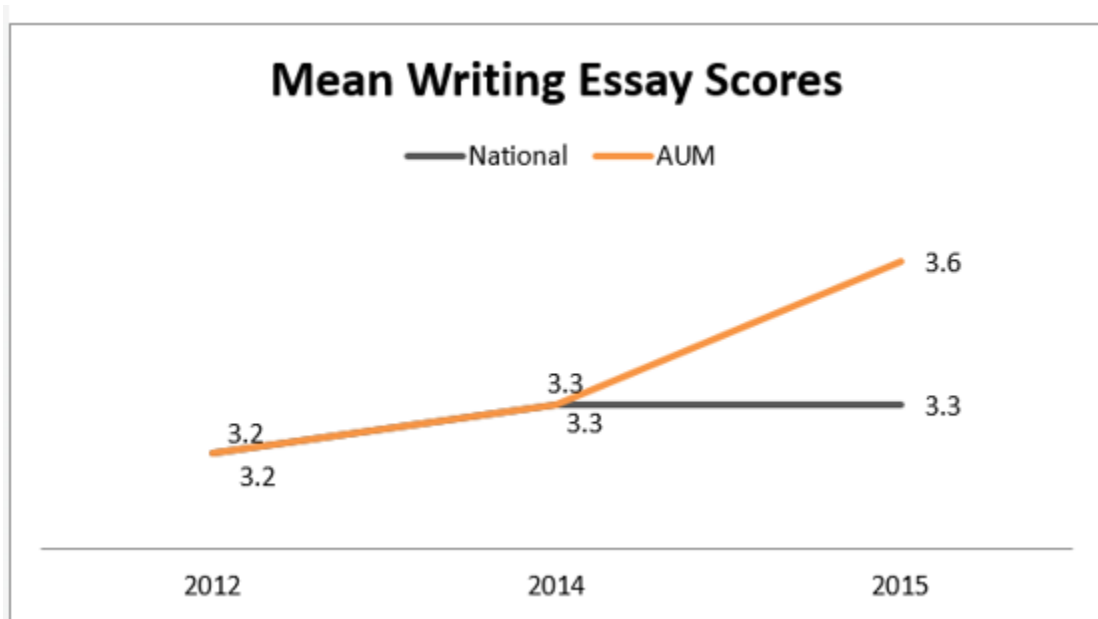


Critical Thinking				
	National		AUM	
2013	N= 9,657	S.D.= 5.7	N= 526	S.D.= 5.2
2014	N= 9,219	S.D.= 5.5	N= 521	S.D.= 4.8
2015	N= 9,219	S.D.= 5.5	N= 417	S.D.= 5.0



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

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



Writing Essay				
	National		AUM	
2012	N= 3,973	S.D.= 0.6	N= 374	S.D.= 0.6
2014	N= 3,528	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.

Additional evidence of success in the core curriculum goals are being captured.

COLLEGE AND DEPARTMENT STUDENT ACHIEVEMENT

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

College of Education Student Achievement

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% (Table 9).

Table 9. College of Education Praxis II Pass Rates, by Department
(All Departmental Programs)

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%

Source: Dr. Rhonda Morton, Associate Dean of the College of Education

College of Nursing and Health Sciences Student Achievement

Every year from 2012-2015, a high percentage of students in the College of Nursing and Health Sciences passed the [National Council Licensure Examination for Registered Nurses \(NCLEX-RN\)](#) (Table 10). 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.

Table 10. College of Nursing and Health Sciences NCLEX-RN Pass Rates

Academic 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%

Source: Dr. Jean Leuner, Dean of the College of Nursing and Health Sciences.

Medical Laboratory Science Student Achievement

Most employers of Medical Laboratory Science students expect that they have passed [the American Society for Clinical Pathology certification exam](#). From 2013-2015, Table 11 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.

Table 11. Medical Laboratory Science Board of Certification Exam Pass Rates

Year	Pass Rates
2013	96%
2014	93%
2015	88%

Source: Department Head of Medical & Clinical Lab Sciences, Dr. Kyle Taylor.

Student and Alumni Achievements List

Current students and alumni have made contributions to the Montgomery and the broader communities, being recognized for their talents and gifts. We provide a list of some recent achievements below.

<u>Last Name</u>	<u>First Name</u>	<u>Enrollment/Graduation Status</u>	<u>Description of Achievement</u>
Blakely	Samantha	BA in Communication/Theatre in 2016	She was selected as a semi-finalist in the Irene Ryan Acting Competition held at the College of Charleston
Brown	Chloe	Master of Liberal Arts (current student)	She is a first place winner for presentation "Starving Artist: Anorexia Takes Shape" at the 2016 Auburn University, This is Research: Student Symposium.
Diaz	Paula	BS in Communication (current student)	She secured a journalism internship at CNN in Atlanta, Georgia.
Ellis	Dawn	BS in Elementary Education 2008, M.Ed in 2011, EdS in 2013	She was named the Montgomery Public Schools Teacher of the Year for 2016-2017.
Hall	Amber	BS in Fine Arts/Graphic	She received the National Gold American Advertising Award for her "Strike" hot sauce packaging design.
Gokul	Naranjan	Master of Science in Cybersystem/Information Security (current student)	He is the first graduate student to complete the Graduate Student Teaching Certification program.

Jackson	Briana	BS in Kinesiology (current student)	She was a nominee for the HandsOn River Region and Montgomery Junior League Volunteer of the Year
Jeffcoat	Jeremy	Master of Liberal Arts (current student)	He is a first place winner for the presentation "Forgotten Freedom Fighters: Gee's Bend, AL and the Voting Rights Movement of 1965", at the 2016 Auburn University, This is Research: Student Symposium.
Miller	Lindsay	BS in Accounting (current student)	One of 10 students nationwide selected to attend Association of Government Accountants National Leadership Training.
Parrish	Tracy Jo	BS in Psychology in 2015	She was recognized as a Chancellor's scholar.
Sollie	Zach	BS in Kinesiology in 2016	He was accepted for the 2016 Mayo Clinic Exercise Physiology Internship Program.
Sollie	Zach	BS in Kinesiology in 2016	He was recognized as the American Kinesiology Association Undergraduate Scholar for 2016.
Solomon	Dr. Deborah	BA in English 2002, MLA in English 2008	One of 80 scholars awarded the National Endowment for the Humanities Fellowship out of 1,251 applicants.
Traffanstedt	Megan	MS in Psychology in 2014	An article she authored entitled "Major Depression with Seasonal Variation: Is it a Valid Construct?" is now published in the

			journal Clinical Psychological Science.

Notable Alumni

AUM boasts a number of notable alumni. Some examples include:

Ying “Springna” Zhao, Master of Business Administration ’06

Ms. Zhao is Vice President/Investments for Stifel Financial Corp, one of the nation’s premier full-service financial services firms, with over 380 offices in 45 states and the District of Columbia.

After receiving dual bachelor degrees in diplomacy and English from the prestigious China Foreign Affairs University, she left her home country for the River Region to complete her master’s in business administration at Auburn University at Montgomery. Ms. Zhao began her investment career in 2007 as a financial advisor at Merrill Lynch before launching her own consulting firm, NEXT Financial Group, in 2009. While earning her master’s degree, the Alabama Development office hired her to travel with Gov. Bob Riley and a delegation from the state on a trade mission to China.

Not only does she offer her clients expert financial consulting, Ms. Zhao is dedicated to making a positive impact in Montgomery, and has organized the women’s club W.O.W. (Women of the World) and hosts a variety of financial workshops. She continues to honor her culture by performing a traditional Chinese dance at the Montgomery Area Council on Aging each year.

Sandra K. Woodley, Bachelor of Science in Business Administration ’88, Master of Business Administration ’92

Dr. Woodley is the President of the University of Louisiana System, one of the largest university systems in the country and the largest in the state. With nine universities under its governance serving about 90,000 students, she manages a total operating budget of over \$752 million. Dr. Woodley previously served as chief financial officer and strategic planner in the three higher education systems in Arizona, Kentucky and Alabama.

She holds several national leadership positions including serving on the Board of Directors of the National Association of System Heads (NASH), participating in the Council of State Representatives for the American Association of State Colleges and Universities (AASCU), and the Southern Regional Education Board (SREB).

A role model for non-traditional students, Woodley completed her education while working and raising three children. She started out in the community college system before earning bachelor's and master's degrees in business administration from Auburn University at Montgomery and a doctorate in Business Administration and Management from Nova Southeastern University.

Carl L. Whatley, Jr., Bachelor of Arts '83

Mr. Whatley is a Montgomery businessman and a 1983 graduate of Auburn Montgomery. Whatley began his career in pharmaceuticals in 1981 at Wyeth Laboratories. He later founded ProEthic Pharmaceuticals in 2001 and grew the company to \$40 million before selling it to the Kowa Company Limited in 2008. He is currently the CEO and co-founder of Vitruvias Therapeutics, LLC, which seeks to develop and market niche generic pharmaceuticals. Whatley attributes a large portion of his success to AUM and continues to remain active in the life of the university. He currently serves as Campaign Chair of Imagine. Invest. Inspire. A Campaign for Auburn University at Montgomery.

Laura Green, Bachelor of Science in Business '86

Laura Green earned a bachelor's degree in business from Auburn Montgomery in 1986. She currently serves as Vice President, Supply Chain at the Tennessee Valley Authority, a corporate agency of the United States that provides electricity for business customers and local power distributors serving 9 million people in parts of seven southeastern states.

She has 33 years' previous experience with the Southern Company where, in her position as Director of Supply Chain Management, she was responsible for the contracting, strategic sourcing and purchasing for the company's fossil/hydro generation plants and Southern Power generating plants. She has taken various leadership roles in construction, power generation, engineering and energy marketing projects.

Steven C. Williams, Master of Political Science '96

Mr. Williams served on active duty in the Navy from 1985 until 2000, and has maintained his affiliation in the Navy reserves from 2001 to present, promoting to his current rank of Captain. His military assignments have included tours with Navy surface and explosive ordnance disposal commands including combat tours supporting Operations Desert Shield and Storm, and Operation Iraqi Freedom. He has completed staff tours with the Joint Chiefs of Staff and Office of the Secretary of Defense, and has commanded two Navy reserve units including Explosive Ordnance Disposal Group Two and NATO Allied Command Transformation Detachment Chicago. Among his many military awards are the Bronze Star Medal, the Defense Meritorious Service Medal (2), and Navy and Marine Corps Commendation Medal (2) with "V" device for valor.

In his civilian capacity, Mr. Williams has worked in a number of areas primarily focused on response and recovery to a catastrophic event following the use of weapons of mass destruction and providing analytic intelligence support to the U.S. Government. He served

as the Director of the Nuclear Proliferation Division at the Department of Energy, Office of Intelligence and Counterintelligence, before accepting his current position as the Federal Senior Intelligence Coordinator and Senior Intelligence Advisor in the Office of the Administrator, U.S. Environmental Protection Agency.

In addition to a Master of Political Science from Auburn University at Montgomery, Mr. Williams holds a Bachelor of Science in Oceanography from the United States Naval Academy. He is the 2016 recipient of the AUM Department of Political Science and Public Administration Outstanding Alumni Award.

Alan Strauss Craig Jr., Bachelor of Science '77

Dr. Alan Craig was appointed Chief Medical Officer of Princeton Baptist Medical Center in June of 2014. He most recently served as hospitalist and director of the Princeton Hospitalist Program. He also has experience in private practice in internal medicine and has held several positions in the UAB Health system and the University of Alabama Health Services Foundation. Dr. Craig has experience in a variety of areas of medicine, from quality management to information systems. This unique perspective and expertise allows him to provide highest quality patient care.

Dr. Craig is very supportive of Auburn Montgomery and its degree programs, particularly the Medical & Clinical Laboratory Sciences program. He returns to campus frequently to speak to students.

Lisa J. Sharp, Bachelor of Science in Justice and Public Policy '88

After earning a Bachelor of Science in Justice and Public Safety from Auburn Montgomery and a Juris Doctor degree from Samford University, Lisa Sharp began her career as an attorney in 1999.

She held a position as partner in Balch & Bingham LLP's Governmental Relations and Energy practice groups, where she primarily focused on counseling clients on the implications of existing and proposed legislation and regulatory agencies. She routinely counseled companies and individuals on administrative and regulatory matters, including agency investigations, internal investigations, Safety-Conscious Work Environment (SCWE) issues, ADR and enforcement proceedings.

Ms. Sharp also has significant trial experience in both federal and state courts. Her litigation experience extends to defending individuals, public and privately-held companies, utilities, and other clients against claims brought under state and federal laws.

Ms. Sharp recently accepted a position as a senior attorney for Southern Company Services. She is actively involved in her community through her work on The Birmingham Homeless Experience Legal Project, the YWCA of Central Alabama Board of Directors and the Hispanic Interest Coalition of Alabama Board of Directors.

General John E. Hyten, Master of Business Administration '85

General John E. Hyten has over 30 years' experience in various roles in the U.S. Air Force. He currently serves as Commander of Air Force Space Command at Peterson Air Force Base in Colorado where he directs a staff of approximately 38,000 space and cyber space professionals assigned to 134 locations worldwide. Gen. Hyten is responsible for managing Air Force operations, global satellite command and control networks, and space system development, as well as training space and cyberspace forces for North American Aerospace Defense Command.

Some of his many past staff assignments include serving as the Director of Space Forces in Southwest Asia in 2006 for operations Enduring Freedom and Iraqi Freedom. Gen. Hyten earned a Master of Business Administration from Auburn Montgomery in 1985 after completing his bachelor's degree in engineering and applied sciences at Harvard University.