

AUBURNACHIEVE



IMPACT REPORT | VOLUME TWO

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DID YOU KNOW THAT
STUDENTS COMPLETING AN INTERNSHIP ARE
**2X MORE
LIKELY**
TO BE EMPLOYED
WITHIN SIX MONTHS OF GRADUATION
THAN THEIR PEERS WHO DID NOT
COMPLETE AN INTERNSHIP?



AUBURNACHIEVE

IMPACT REPORT | VOLUME TWO 2023-2024

“AuburnAchieve is important work because it helps disciplinary faculty create the expectations and environments through which motivated students can flourish.”

Norman Godwin, associate provost, faculty affairs

Do you have questions about Auburn Graduates?

Do students who complete internships receive more job offers than students who complete a different HIP?

Who are the top employers or graduate institutions for students in my department?

What relationships might exist between the services provided by my office and student career outcomes?

The Insight Lab's team of full-time and graduate-level analysts are here to help!



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In 2024, OAI began developing data visualizations and dashboards in Microsoft Power BI. This software, which recently became available at no additional cost to full-time employees, offers several advantages over the Excel-based dashboards previously used by OAI, such as:

- Greater efficiency in creating dashboards
- User-friendly experience for consumers
- Intuitive features such as cross-filtering and filtering across report pages
- Row-level security to support appropriate access at an individual level
- Seamless connection to various data input sources (Excel, Snowflake, Salesforce, etc.)
- Integration with Microsoft Teams

You may have already used one of these new interactive Power BI dashboards. The OAI team looks forward to providing enhanced data-informed decision-making abilities with this useful new tool.



AUBURNACHIEVE is a five-year plan. Assessment and re-evaluation are key elements of the plan. Some metrics are quantitative (e.g. employment success rate) and others are qualitative (e.g. employment satisfaction). Each metric is accompanied by a set target to guide conversation and proliferate a culture of data-informed decision making. These targets were established in 2022 and were recalibrated in 2024. They are identified throughout this report.

To learn more visit **AUBURNACHIEVE**



AUB.IE/AUBURNACHIEVE

ACHIEVEMENT

=

ARTICULATION

(ACADEMICS + ACTIVITIES)



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Co-Chair, AUBURNACHIEVE
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Dr. Brendan Higgins
College of Agriculture

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College of Business

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College of Engineering

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College of Pharmacy

Dr. Maggie Han
College of Science and Mathematics

Dr. Kelley Steury
College of Veterinary Medicine

Dr. Maria Witte
Graduate School

Dr. Piper Cumbo
Libraries

THE COMMUNITY OF PRACTICE AND ADVISORY COUNCIL
PROVIDE ONGOING SUPPORT
FOR **AUBURNACHIEVE**.
THEY HELP TO SUSTAIN MOMENTUM AND SUPPORT
INTERVENTION EFFORTS.

COMMUNITY OF PRACTICE

Erica Stallings

Career Discovery and Success
Co-Chair

Rachel Whitman Rotch

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Charlie Wilder

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Career Strategy

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Student Affairs

Abby Langham

Administrative Effectiveness

Jaime Miller

Academic Support

Vannessa Harrison

Student Affairs

Liesl Reiners

Biggio Center

JuWan Robinson

Enrollment

The Bright Idea seed grant was designed to support faculty and staff in projects aimed at enhancing post-graduation career outcomes. Projects can include interventions within the classroom, outside the classroom and/or specifically tackle the challenge of helping students become better at articulation.

Achievement Framework

Deadline: Rolling; Projects can be started at any point during the year.

Bright Idea seed grants are supported in three ways:

- Analytic support
- Development and implementation support
- Monetary support



To learn more about the Bright Idea seed grant program visit
aub.ie/brightideagrant



AUBURN
ACHIEVE
— BRIGHT IDEA —

INSTITUTIONAL GOAL 1

Use a data-informed approach to elevate the Auburn University student experience and prepare students for post-Auburn careers.

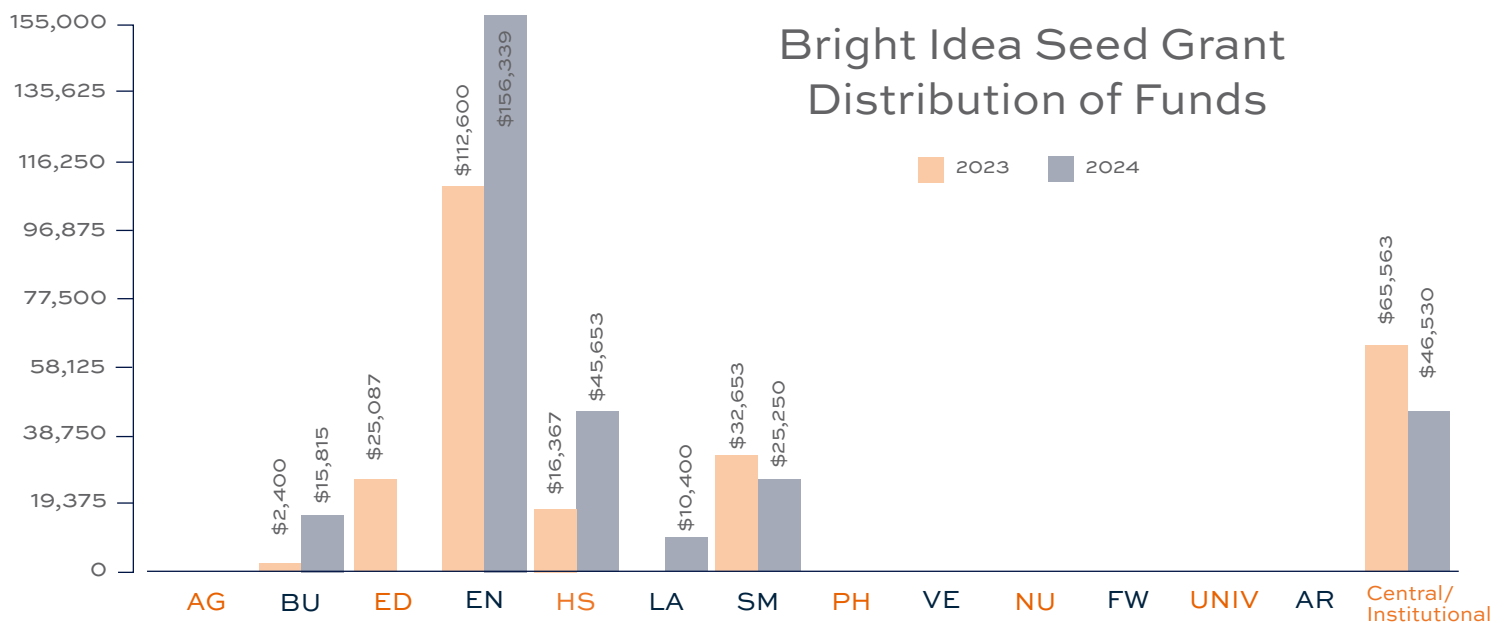
5-YEAR TARGET | 35 projects fully completed

STATUS – Number Bright Idea Seed Grants:

16 projects started

\$299,987 distributed in 2024

Over **30** projects supported by the Insight Lab



Bright Idea seed grant projects have tackled various topics, including but not limited to:

- Career development
- Career exploration support
- Course-embedded undergraduate research opportunities
- Licensing exam preparation
- Linguistic proficiency
- Student caregiver resources
- Test preparation
- Written and oral communication
- Undergraduate research fellowship support



The Elevated Education Exchange (EEE) is a half-day event designed as a showcase of collaborative and innovative practices across Auburn University. The event allows faculty, staff, alumni, and students, the opportunity to come together to highlight and celebrate strategies that support student academic and post-graduation success.

The EEE goes beyond the confines of Auburn University and has featured nationally recognized

guest speakers to explore trends in higher education. In addition to outside guest speakers, the event allows for impactful dialogue to take place amongst the attendees, providing meaningful moments of reflection on how their work can provide opportunities for current and future students.

If you have not had the opportunity to attend, we highly recommend attending and engaging at the event each spring.

5-YEAR TARGET – 450 attendees

STATUS – 2024 EEE attendance



ATTENDEES



POSTERS ACCEPTED

“This was the most inspiring event I have been to at AU!! The EEE created time for me to celebrate the great work we do to benefit student success and achievement at AU! I thoroughly enjoyed seeing colleagues from across campus and I was able to meet new people too...Everything felt very thoroughly thought out and considered. It felt special. It was truly the best I’ve attended at AU! Way to go to the entire planning committee!! ”

Introduce students to career readiness competencies and early career planning tools.

95% OF INCOMING STUDENTS, PARTICIPATED IN CONNECT THE CREED

6,143 COMPLETED A CAREER READINESS MODULE.



Begin Building Career-Ready Competencies

Introduction

Did you know that there are skills employers value that can be developed in any major or program of study? It doesn't matter what major you pick and employers will want you to show up to work with these skills. At Auburn, we think of these as career ready skills, and there are many opportunities for you to develop this skillset. Explore these competencies by watching the videos below!

Career Competencies

In 2021, the [National Association of Colleges and Employers \(NACE\)](#) identified eight new key career competencies for career readiness. Auburn University advises that students understand, develop, enhance, and learn to articulate these competencies to transition into the workplace successfully.

WHAT IS NACE?

NACE, or the National Association of Colleges and Employers, has connected college career professionals and businesses hiring college grads since 1956. It provides insights on job trends, salaries, and hiring practices while offering resources, networking, and advocating for cultural and global fluency.

For college students gearing up for graduation, being career-ready is crucial for smoothly transitioning into the workforce. It lays down the groundwork for starting a successful career and managing it over the long term. In essence, being career-ready is like having the right currency for the job market.

Take a look at the list of career competencies [below](#). Are there any that are particularly interesting to you?



Explore Careers and Majors

Introduction

Auburn University has a robust Career Network of professional career coaches, career counselors, career strategists, academic advisors, faculty, and other staff who care about your career development and success. Together, we can work with you in researching majors and possible career paths helping you feel more confident in your career and academic planning. Below are some amazing resources to help you get started!

Explore Career Paths

Choosing a major and career is a crucial decision that can feel overwhelming. Using career paths in your decision-making process can help you keep your exploration more organized and relevant. Even if you are not sure about a particular major or career, you probably have a general idea of what you like and dislike. By focusing on career paths that align with your interests, skills, and values, you can compare career options, become aware of industry trends, and learn more about what it's like to work in selected areas.

Career paths are groups of related occupations based on interests, education, and work environment. Exploring one career within a path can lead to discovering others. Choose two to three broad areas that align with your strengths, interests, and values to explore.

This section links to Career Paths where you will not only find information on competencies and skills associated with each one but you'll be connected to resources that will allow you to access relevant upcoming events, industry guides, videos from people working in the path, occupational and salary data, as well as job and internship opportunities.



Learn About Salary Information

Introduction

Attending college is an exciting time in your life! While you are eager to start classes and engage in internships, it's okay to wonder "how much will my future job or career path pay me?" Financial planning is an important part of career management, and starting to think about your finances and utilize financial planning tools now will help set the stage for a more prosperous future.

Tips For Researching Salary Information

Keep these tips in mind for understanding the connection between your career options, which includes being able to find, understand, and evaluate salary data related to your chosen major or career path.

Click [here](#) through the slides below to read more.





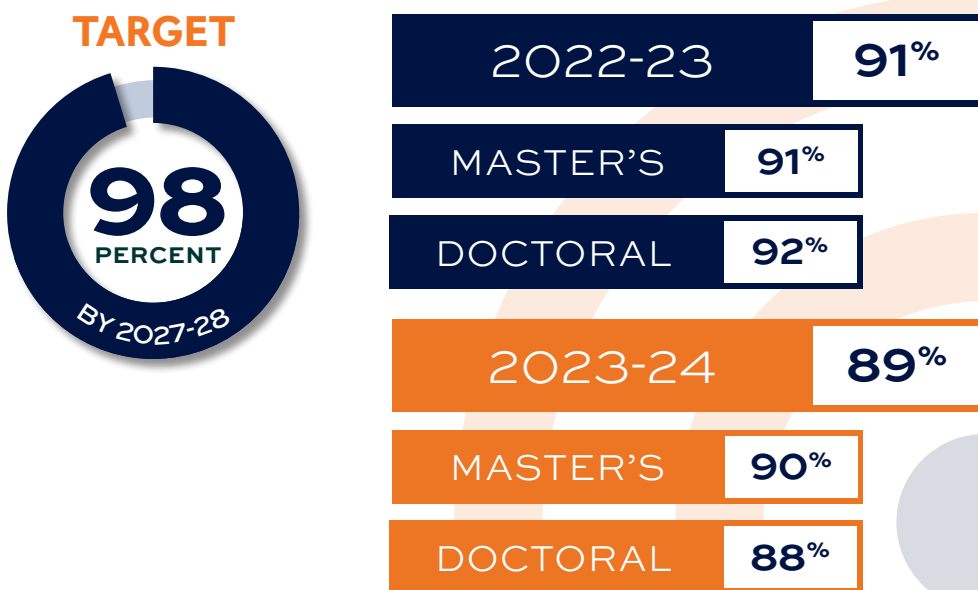
OBJECTIVE 1: CONTINUING EDUCATION SUCCESS

Increase first destination outcomes success for students graduating from Auburn University

UNDERGRADUATE



GRADUATE



OBJECTIVE 1: EMPLOYMENT SUCCESS

UNDERGRADUATE

AT GRADUATION



2022-23 63%

PELL-ELIGIBLE 61%

2023-24 59%

PELL-ELIGIBLE 57%

SIX-MONTHS POST GRADUATION



2022-23 84%

PELL-ELIGIBLE 80%

2023-24 82%

PELL-ELIGIBLE 78%

GRADUATE

AT GRADUATION



2022-23 79%

MASTERS 77%

DOCTORAL 80%

2023-24 78%

MASTERS 77%

DOCTORAL 78%

SIX-MONTHS POST GRADUATION



2022-23 90%

MASTERS 90%

DOCTORAL 91%

2023-24 88%

MASTERS 88%

DOCTORAL 88%

OBJECTIVE 2: CAREER SATISFACTION

Increase first destination outcome quality for students graduating from Auburn.

UNDERGRADUATE

3.9 / 4
TARGET

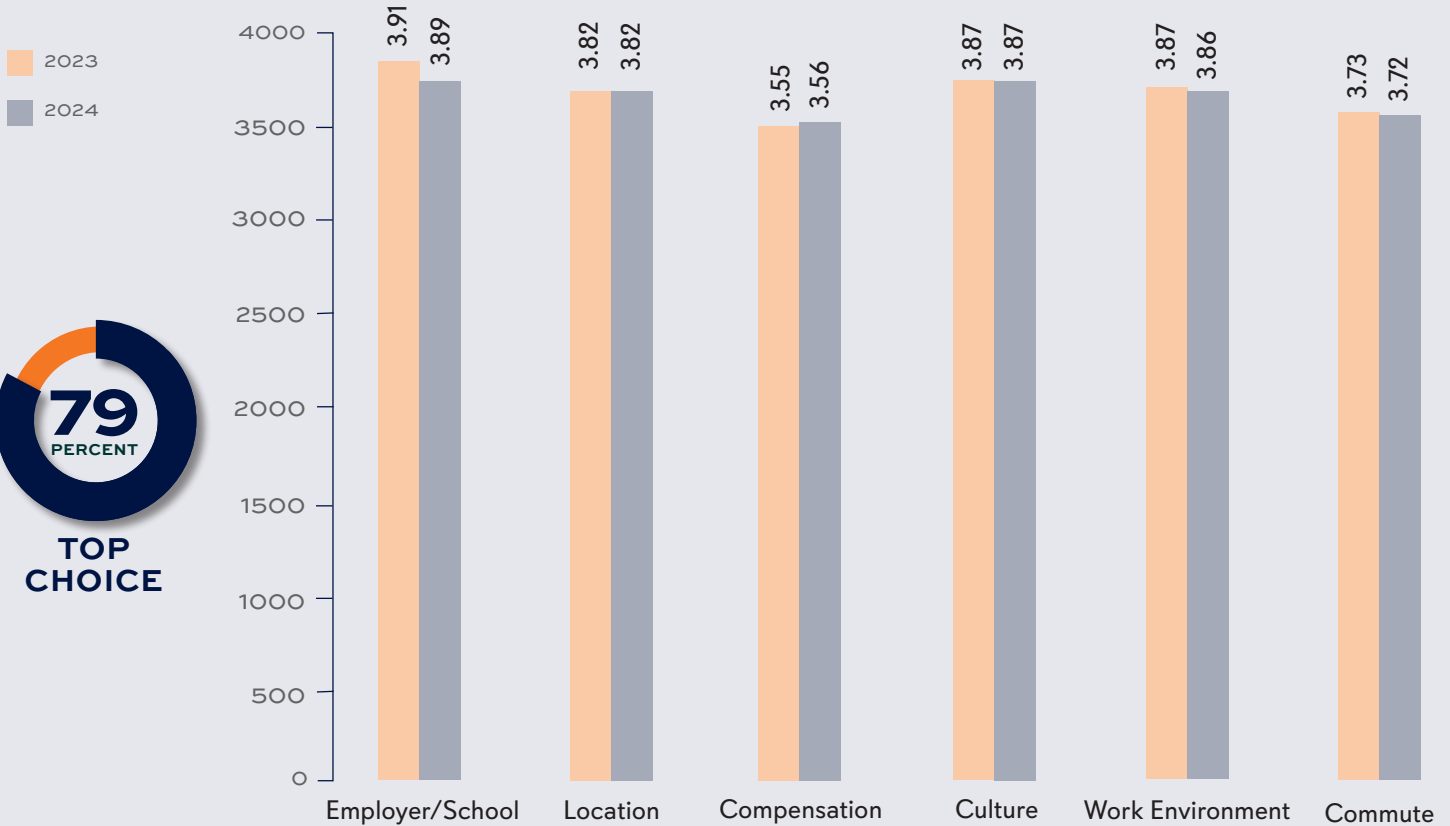
ACROSS ALL

SATISFACTION



TOP CHOICE

UNDERGRADUATE CAREER SATISFACTION



OBJECTIVE 2: EMPLOYMENT METRICS

Increase first destination outcome quality for students graduating from Auburn University.

UNDERGRADUATE

TARGET

SALARY **\$60,000** BY 2027-28

2022-23 **\$59,590**

2023-24 **\$61,571**

TARGET

ASSISTANTSHIP **35%** WITH

TARGET

ALIGNMENT **94%** ALIGNED

TARGET

OFFERS **40%** 3+ OFFERS

3+ OFFERS

2023: 25%
2024: 19%

2 OFFERS

2023: 28%
2024: 24%

1 OFFER

2023: 47%
2024: 56%

**NUMBER
OF OFFERS**

UNDERGRADUATE OUTCOME QUALITY

BY THE NUMBERS

**AVERAGE
SALARY**



\$61,546



STUDENTS WITH ASSISTANTSHIPS
32% (2023) | 36% (2024)



OF JOB-MAJOR ALIGNMENT
94% (2023) | 93% (2024)

GRADUATE

TARGET

SALARY **\$76,000** BY 2027-28

2022-23 **\$85,134**

2023-24 **\$ 92,264**

TARGET

ASSISTANTSHIP **80%** WITH

TARGET

ALIGNMENT **98%** ALIGNED

TARGET

OFFERS **25%** 3+ OFFERS

GRADUATE OUTCOME QUALITY

BY THE NUMBERS

3+ OFFERS

2023: 23%
2024: 19%

2 OFFERS

2023: 24%
2024: 22%

1 OFFER

2023: 53%
2024: 59%

NUMBER
OF OFFERS

AVERAGE
SALARY



\$92,852

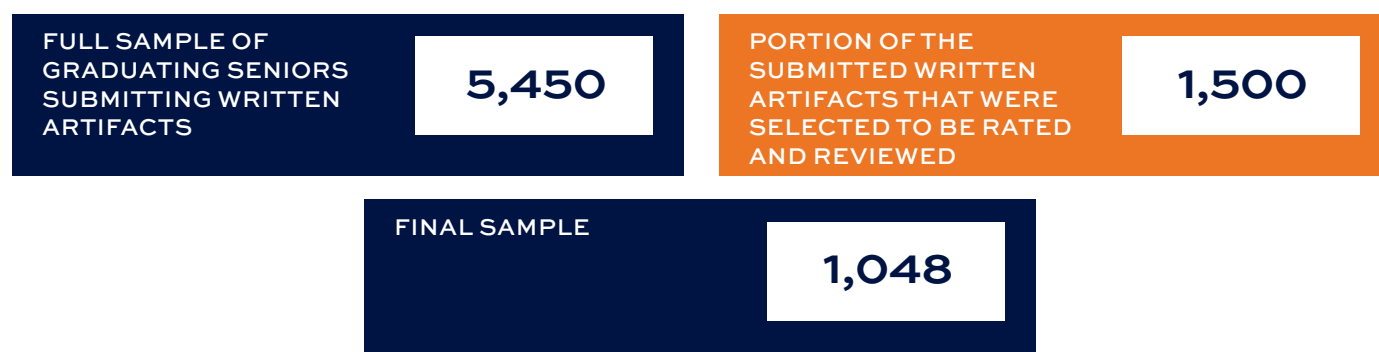


STUDENTS WITH ASSISTANTSHIPS
81% (2023) | 85% (2024)



OF JOB-MAJOR ALIGNMENT
98% (2023) | 97% (2024)

In 2023, Auburn University requested all graduating seniors to submit a document that demonstrated their ability to articulate the relevance of their academic and co-curricular experiences. Students were given the option to submit one of the following: a cover letter, a link to an ePortfolio, a job inquiry email, a personal statement, a unique value proposition, or, if none of these were prepared, a response to a prompt asking them to draft an email to an employer or educational institution. These submissions were evaluated by faculty and staff during a summer institute. The baseline scores, along with an evaluation rubric, are presented in this report.



RUBRIC CATEGORIES (MEAN SCORES OUT OF 4)

CONSTRUCTION OF IDENTITY	2.67
CRITICAL REFLECTION ABOUT LEARNING	2.38
COHERENT MESSAGE FOR INTENDED AUDIENCE	2.60
CONTEXT AND PURPOSE	2.69
CONTENT DEVELOPMENT	2.56
CONVENTIONS OF WRITING	2.70

Criteria	1 - Beginning	2 - Emerging	3 - Maturing	4 - Ideal
Construction of Identity	The writing does not construct a coherent individual identity or does not forecast a future self at all.	The writing minimally constructs a coherent individual identity that forecasts a future self.	The writing generally constructs a sense of individual identity that names strengths and forecasts a future self.	The writing constructs a sophisticated and nuanced identity that illuminates strengths and forecasts a future self.
Critical Reflection about Learning	In a basic way, mentions a learning experience. • Reflective writing is limited to description. • Where attempts to go beyond description occur, they seem simplistic, formulaic, or clichéd.	Identifies connections among learning experiences. • Reflective writing is present and occasionally includes more than description by saying why an experience was important or connecting lived experience to other sources of knowledge, but most learning experiences may be disconnected or underdeveloped. • There is limited evidence of critical thinking about learning so that the overarching story is vague or in places confusing.	Effectively selects and develops examples of learning experiences drawn from a variety of contexts (e.g., work experience, academic experience, family life, extracurricular/civic involvement). • Reflections often make connections, explain importance, or project into the future, but not consistently so. • There is some evidence of critical thinking about learning experiences using repeated themes that are not overly clichéd	Meaningfully synthesizes connections among learning experiences drawn from a variety of contexts (e.g., work experience, academic experience, family life, extracurricular/civic involvement). • Reflections are insightful and work together to demonstrate critical thinking about and application of learning experiences without being overdone or repetitious.
Coherent Message for Intended Audience	The message in the submission is overly simplistic or clichéd. • There is no evidence of synthesis of learning. • The purpose of the submission is unclear or overtly clunky (I want a job) or the reader must do too much of the work to supply that message.	There are some moments of public disclosure that do not serve to support the author's message. • Sometimes the reader is drawn in and engaged to learn more about the author. • However, there are frequent moments where the pieces do not work together leading to an unsophisticated message.	The submission almost always offers a clear and nuanced message. • Most of the time the reader is drawn in and feels engaged in learning more about the author's experiences. • However, there are some points where the pieces do not all work together to demonstrate sophistication in the message.	The submission offers a clear and nuanced message that demonstrates sophisticated thinking about various learning experiences. • Most audiences will find the story compelling.
Context and Purpose	Demonstrates minimal attention to context and purpose, with inappropriate and/or confusing elements.	Demonstrates some awareness of context and purpose, but some elements may be mismatched and/or clichéd (e.g., use of templates or form letters).	Demonstrates adequate consideration of context and purpose and focuses most elements of the submission accordingly.	Demonstrates a thorough understanding of context and purpose and focuses all elements of the submission accordingly.
Content Development	Does not use evidence to support the message, or details are undeveloped.	Uses evidence to support the message, but some details may be confusing to the reader. • Many details are undeveloped.	Uses appropriate, relevant evidence to support the overall message. • Some details may be undeveloped.	Uses appropriate, relevant, and compelling evidence (e.g., descriptions of events or summaries of projects) to support the overall message. • There is sufficient detail.
Conventions of Writing	Demonstrates little to no awareness of formal conventions or informal guidelines that define the genre of the submission.	Demonstrates some awareness of formal conventions and informal guidelines that define the genre of the submission, but consistently conflicts with readers' perceptions of correctness or appropriateness.	Demonstrates awareness of formal conventions and informal guidelines that define the genre of the submission, but may occasionally conflict with readers' perceptions of correctness or appropriateness.	Demonstrates sophisticated awareness of formal conventions and informal guidelines that define the genre of the submission, and shape readers' perceptions of effectiveness



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