

Auburn University

ACADEMIC SUPPORT



AUBURN
PROVOST OFFICE

2023-2024

ANNUAL REPORT

MISSION

Academic Support contributes to retention and degree completion for Auburn University undergraduate students. The office hosts a variety of academic skill development programs that promote self-directed learning strategies and student success.



OVERVIEW

Academic Support employees continue to innovate and execute program offerings with the goal of creating opportunities for students' enhanced learning. Our goal is to empower individual students in their own academic success. Academic Support encourages critical thinking, healthy learning processes, and active learning. We aim to help students embrace the difficulties of college, while developing skills that promote growth in their academic and personal lives.

Informed by National Standards and Practices

Academic Support staff adjust programs and processes informed in national standards and practices.

- Earned the International Peer Educator Training Program Certification (IPTPC) level I via the College Reading Learning Association (CRLA) in 2018; and the highest designation, level III, in 2020 for the Academic Coaching program.
- Completed a full-office program review/audit informed in CAS Standards for Learning Centers (2019).
- Participated in the International Center for Supplemental Instruction (SI) Supervisor Training (2019).
- Awarded the Campus Partner Award in Student Affairs with the Registrar's Office (2019).
- Awarded 2nd Place for the 2019 Website of Excellence at the National College Learning Center Association (NCLCA).
- Awarded "Learning Center of Distinction" by the National College Learning Centers Association (NCLCA) in 2022

ACADEMIC SUPPORT BY THE NUMBERS

IN THE 2023-2024 ACADEMIC YEAR, ACADEMIC SUPPORT

HOSTED
24,425
Total visits

44%
of first-year students
visited at least one
Academic Support
program this
academic year

SERVED
5,398
Unique students

ACADEMIC COACHING

Academic Coaching is a personalized experience designed to support students in meeting their academic goals. A student and their coach work together to develop realistic and workable plans to achieve their vision of success in college. Coaching is a year-round service for undergraduate, graduate and professional students enrolled at Auburn University.

831

TOTAL VISITS

Academic Coaches empower students to improve in areas such as academic workload management, academic goal setting, note taking, textbook reading, online learning, memory strategies, test preparation, concentration, and navigating the college experience.

278

TOTAL UNIQUE STUDENTS

During a coaching appointment, students work one-on-one with a trained coach to explore habits, interests, skills, concerns, and intentions that guide this goal-driven process. Students can expect to learn about strategies for academic success, general learning habits applicable across all subject areas, and resources available at Auburn University.

What students have to say...

"(My coach) was extremely helpful. She made the environment feel laid back, which I really appreciated as someone who gets anxious during one on one meetings. It felt as if I were talking to a knowledgeable friend rather than a counselor, which made it easier for me to articulate what I was struggling with and what I needed".

"(My coach) was amazing and very considerate of my personal life playing a huge role in academics. She made accurate notes of what went on as well as provided influential advice and introducing new ideas".

"The sessions has been really beneficial. Learning about new studying strategies has allowed me to develop my own studying plan which helped me a lot. I thought it would be a hassle at the beginning, but I ended up really loving to spend time in these sessions".

"It was awesome working with [my coach]. I learned a lot throughout the semester, and having the meetings consistently helped process through all the work and lessons I had going on. The meetings were also a great source of accountability in my grades/performance".

"(My coach) is so so supportive and truly cares about how I'm doing! She is so good"!

100%

agreed they felt welcomed in their coaching sessions

100%

developed a realistic, actionable goal plan and learned 1 or more strategies to meet their goal(s)

100%

agreed they will continue using the skills and strategies they learned

Of student respondents to the Spring 2024 End-of-Experience Survey (n=34, RR=23%)



Award-winning Staff in Academic Support

Two employees in Academic Support were recognized for their outstanding contributions to the field and to Auburn University: Allison Stadler and Jillian Rager.

Allison Stadler, a coordinator in Academic Support, received the “Spirit of Excellence” award for her critical contributions to the SACSCOC accreditation visit in spring 2023. She and the committee have been acknowledged by the provost and the president for their excellent work representing Auburn to outside visitors. She applied her knowledge gained in on-site accreditation visits toward a pre-conference workshop at the SACSCOC Annual Meeting. Due to the high quality of her contributions to that committee, she was asked to serve as a volunteer on the committee to plan the 2024 Auburn campus-wide Elevated Education Exchange.

Jillian Rager, a coordinator in Academic Support, was awarded the Outstanding New Supplemental Instruction Supervisor Award at the thirteenth International Conference on Supplemental Instruction (ICSI) in Baltimore, Maryland. Candidates for the award must exhibit leadership that results in quality and sustained improvement within their programs via adherence to core principles, campus engagement, leader development and support, excellence in quality of service, program evaluation and integration with other campus activities. In addition to this recognition, Rager has also presented at the 2024 and 2022 ICSI conferences, along with the 2022 and 2023 International College Learning Center Association (formerly NCLCA) conferences.

Hosting Dialogues that Promote Student Success

In Academic Support, we have applied the National School Reform Faculty’s structured meeting protocols to improve dialogues with campus partners that foster ideas to benefit student success and achievement at Auburn University. This approach has been particularly valuable in our dialogues with Speech Pathology, Auburn First, and the College of Education, especially in relation to their QEP Bright Idea Seed Grant about the Praxis Exam, this past year.

When campus partners approach the staff in Academic Support with questions or challenges, we often invite them to roundtable using a structured meeting protocol, which guides our discussion and ensures a productive and power-conscious exchange of ideas. These sessions have proven to be highly effective in fostering productive dialogue, addressing power imbalances among participants, encouraging personal reflection, and sparking innovative approaches that participants carry forward.



STUDY PARTNERS

Study Partners Peer Tutoring is a program that offers peer tutoring to undergraduate students at Auburn University. The goal is to promote academic excellence through peer-to-peer assistance by helping students develop the study skills necessary to succeed in their core courses and encourage them to grow as confident, self-directed learners. Peer Tutors are undergraduate students who have excelled in a specific academic course and provide their peers with tutoring services.



54

Different Courses Tutored



3,964

Total Visits



1,211

Unique Students

What students have to say about Study Partners Peer Tutoring:

99%

of students planned to meet again in the near future with a Study Partners tutor

94%

of students were “very satisfied” with their tutor’s knowledge of the subject

What students have to say about Study Partners Peer Tutoring:

“[The Peer Tutor] was so helpful! I easily get overwhelmed with chemistry, but she was able to make me feel like it was no big deal. She was also able to point me in the direction of finding really great resources for this class! Great peer tutor, will definitely make another appointment again.”

“This has been one of the best tutoring experiences I have had at Auburn. [The Peer Tutor] makes the material so easy to digest, and she quickly adjusts to my learning style. I have tried other peer tutoring at Auburn for STEM classes, and it hasn’t been as helpful. I will definitely be seeing her more. I love how quickly I learn with her, and she makes weeks’ worth of material seem so effortless. She’s the best!”

“[The session was] extremely helpful. [The Peer Tutor] didn’t just tell me answers to problems but asked me things based off of stuff I already knew to get to the final solution. They helped out so much.”

“[The Peer Tutor] has been great with helping me work through and explain example problems in-depth step-by-step. I’m a visual learner, so it helps me to see someone explain their process/logic by breaking down and explaining each operation while solving the entire problem.”

“She is so nice and comforting! She makes sure I’m comfortable with the material as we go through it which I really appreciate because the material can be very overwhelming.”

“[My Peer Tutor] is able to understand every problem that I have! She answers all my questions and allows me to hear the information in a new way which is exactly how I learn best! Time flies with her teaching me and I wish appointments were longer!! We always get so much done! Very glad to have her tutor me!!!”

Responses collected from Fall 2023 - Spring 2024 Study Partners Peer Tutoring Student Evaluation Survey (n=1,313; RR=33%)



STUDY SMART

Study Smart is a non-credit, 10-week program for students on academic suspension that focuses on the skills, attitudes, and habits required for academic success. The program guides suspended students through an exploration of their responsibilities, motivation, self-awareness, and tools to maintain success. Throughout the program, students are challenged to explore what they want for themselves and from their college, what they are willing to do to achieve their personal dreams, and how they can persevere in the future. Students in the Fall 2023 – Spring 2024 year participated in an end-of-experience survey (n=10; RR=80%) as well as pre- and post-assessments as part of the program.

**100
PERCENT**

of students agreed
their expectations
were met

**100
PERCENT**

recommend a peer on
academic suspension
enroll in Study Smart

**100
PERCENT**

plan to return
to college

"I genuinely believe I have a better outlook on my academics and now know what do when I encounter a problem. Study Smart also allowed me to see my own faults and flaws that were causing me to be in my own way."

Skill Assessments in Study Smart: Spring 2024

STUDY SKILLS	Taking Notes	↑ 76% Increase
	Learning Actively	↑ 63% Increase
	Taking Tests	↑ 58% Increase
SOFT SKILLS	Developing Emotional Intelligence	↑ 38% Increase
	Discovering Self-Motivation	↑ 37% Increase
	Believing in Myself	↑ 36% Increase

The skill assessment increases are based on the % increase of students' pre-test compared to the post-test which are conducted at the start and end of the program, respectively.



Supplemental Instruction (SI)

Supplemental Instruction (SI) is a non-remedial approach to helping students gain content mastery, make peer connections, and develop skills for academic success. SI offers active-review sessions facilitated by SI Leaders for targeted classes with high rates of student withdrawals and grades of D or F. When a class is supported by SI, access to the sessions are open and encouraged for all students, regardless of their background knowledge in the subject or performance in the class.

SI sessions are on a reoccurring weekly schedule scheduled at the beginning of the semester based on student feedback. SI sessions provide a relaxed, peer-to-peer environment, and are optional to attend. During SI sessions, students engage in active learning to improve knowledge retention, discuss complex topics, and prepare for tests. Students who regularly attend SI sessions usually demonstrate better study habits, stronger connections with other Auburn students, and higher grades.



19,631
TOTAL
SI VISITS



4,672
UNIQUE
STUDENTS

SPRING 2024 STUDENT COURSE GRADE OUTCOMES

AVERAGE 2.9 GPA

In SI-supported classes for students who never attended an SI session

AVERAGE 3.3 GPA

In SI-supported classes for students who attended 10 or more SI sessions

SPRING 2024 END-OF-SEMESTER STUDENT SURVEY



98%

of student respondents agreed participating in SI sessions helped them understand course content better than they would have on their own



92%

of student responded agreed that they will continue using study skills and strategies they learned in SI sessions



WHAT STUDENTS HAVE TO SAY TO THEIR SI LEADERS ABOUT THE PROGRAM

“(SI Leader) fostered an engaged and welcoming space to engage with the material. He was very knowledgeable upon all the topics and encouraged student explanation before elaborating on questions. Activities were engaging and helpful. His prior success in the course helped ease concerns about the ability to be successful in this course”.

“(SI Leader) was extremely helpful SI leader that was incredible at engaging the students and building their confidence. She understood what her students struggled with very well and was able to help think about things in a way that made sense to them”.

“(SI Leader) really helped me grasp a true understanding of history because before I did not know how to study but after attending her sessions my grades have improved and I learned new studying tips.”

“I found SI sessions helpful for solidifying my knowledge more because we would do problems ourselves but the SI Leader would review them and explain things”.

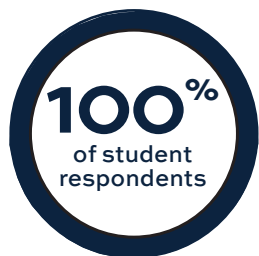
SPRING 2024 SI GRADE REPORT

Course Name	Never Attended	1-4 Visits	5-9 Visits	10+ Visits
ACCT	2.744 473	2.894 255	3.410 39	3.125 16
BIOL	3.107 2,40	3.271 604	3.378 66	3.381 42
CHEM	2.698 1,18	2.687 557	2.830 100	3.313 67
HIST	3.287 1,407	3.126 221	3.111 18	3.500 14
MATH	2.593 829	2.818 270	2.761 42	3.160 25
PHYS	2.875 712	3.024 122	2.941 17	3.416 12
STAT	2.715 295	3.204 204	3.225 31	3.461 13

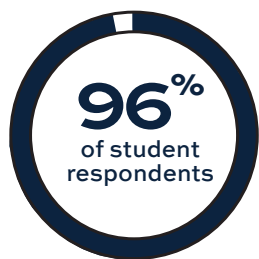
Academic Support Student Employment

2024 STUDENT EMPLOYEE CAREER READINESS SURVEY

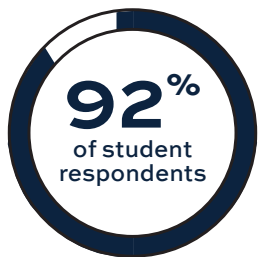
The 2024 Academic Support Student Employee Career Readiness Survey is administered in spring each year. All student employees in Academic Support are encouraged to respond. (n=104; RR=82%)



agreed that during their employment with Academic Support they have improved at least four of the seven total National Association of Colleges and Employers (NACE) career competencies agreed their employment in Academic



reported their experiences of employment increased their awareness, attitude, and skills to promote equity and inclusion



list their student employment experience on their resume

3.76
AVERAGE
CUMULATIVE GPA

of undergraduate student employees in Academic Support

100% of student respondents agreed their employment in Academic Support helped them improve **COMMUNICATION** skills

"My communication skills have definitely improved while in my role as a Peer Tutor. This role has allowed me to better understand that not everyone learns in the same way as me. An explanation of a topic that clicks in my brain may not click with someone else and vice versa, so learning to explain things based on the learning styles of the student is very important. After all, our job is to improve their individual understanding and instill confidence".

"I believe I have made my communication more clearly and effectively now vs when I first started. I am able to provide the students a more clear explanation on specific topics. I feel like this is because I have become better at public speaking and I have improved my preparation for sessions, and I was able to anticipate some of the types of questions that I might be asked".

96% of student respondents agreed their employment in Academic Support helped them improve their **CRITICAL THINKING** skills

"My critical thinking has gotten a lot stronger because I'm constantly learning during my sessions and I have to think of different ways to help get the students to understand certain topics".

"This position has truly shown me the power and importance of taking time to critically analyze and dive in to problems to better understand them and conceptualize next steps. I appreciate the quality time taken on a regular basis in the office to critically think about each aspect of the work and determine strategies to improve it, whether it be for our students or ourselves".

93% of student respondents agreed their employment in Academic Support helped them improve their **LEADERSHIP** skills

"I feel that I have improved on leadership skills because as an SI and a Peer mentor, I lead others to better themselves academically and professionally. I feel that as an SI, I have learned to communicate to my peers and help them. By organizing sessions tailored to students needs is one thing a leader does, and this has strengthened over time. Also, being able to have compassion for those who are seeking help and being understanding to their situations is something I improved on".

99%
WORK ETHIC

91%
TECHNOLOGY

91%
TEAMWORK