

Auburn University

ACADEMIC SUPPORT



AUBURN
PROVOST OFFICE

2024-2025

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.

OFFICE-WIDE HIGHLIGHTS

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.

A History of Excellence and Achievement in Academic Support

Academic Support staff align programs and processes with 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.
- Earned "Center of Excellence" designation from the International College Learning Centers Association (ICLCA) in 2024.
- Awarded "Center of Excellence" from the Association for Coaching & Tutoring Profession (ACTP) in 2025.

Campus Recognition

2025: Spirit of Excellence Award recipient, Dr. Jaime Miller

2024: HERO Award for Dr. Samantha Ansley

2024: Spirit of Excellence Award recipient, Allison Stadler

2021: Supervisor of the Year recipient, Dr. Ashley Carr

2019: Campus Partner Award in Student Affairs for work with the Registrar's Office

ACADEMIC SUPPORT BY THE NUMBERS

IN THE 2024-2025 ACADEMIC YEAR, ACADEMIC SUPPORT

HOSTED
25,287
Total visits

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

SERVED
5,803
Unique students



Award-winning Staff in Academic Support

Program Recognition

Academic Support employees' commitment to sustained excellence has been recognized locally, nationally, and internationally. Here are some of the key accolades that demonstrate the impact of our work:

International College Learning Center Association (ICLCA) Learning Center of Excellence Designation (2024—2029)

Promoting professional standards of excellence and developing, maintaining, and assessing high quality programs that enhance student learning

International Center for Supplemental Instruction (ICSI) Supplemental Instruction Program Accreditation (2025—2028)

Affirming the SI program meets a standard of excellence in program coordination and outcomes

ICLCA Learning Center Leadership Certifications

2024: Level 1 – Chase Chaplin & Jillian Rager

2022: Level 2 – Jaime Miller

2021: Level 2 – Allison Stadler

2019: Level 2 – Samantha Ansley

College Reading & Learning Association (CRLA) International Training Certifications

2022: Peer Educator Training – Level I for Supplemental Instruction

2020: Peer Educator Training – Levels I-III for Academic Coaching

2020: Peer Tutor Training – Level I for Study Partners Peer Tutoring

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 during our discussions with Speech Pathology, Auburn First, the Harbert College of Business departments of Accounting and Finance, and the College of Education, especially in relation to their QEP Bright Idea Seed Grant about the Praxis Exam.

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.

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.

852
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.

298
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's) attitude was amazing, and she went out of her way to find extra resources and info for me."

"I found that planning out my week allows me to create designated study times and personal times."

"(My Coach) helped me to figure out how to organize tasks and events consistently and in a manner that was easy for me. I was finally able to stay on track of my busy schedule and stay on top of important assignments and meetings for school."

"(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 was 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, she let me talk about anything I needed about my academics and didn't make me feel like I had to lie about my progress."

100%

strongly agreed they felt welcomed
in their coaching sessions

91%

agreed they will continue using the
skills and strategies they learned

84%

feel more confident about their
academic plan after attending
coaching sessions

Of student respondents to the Spring 2025 End-of-Experience Survey (n=117, RR=39%)



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.



50

Different Courses Tutored



4,922

Total Visits



1,283

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

92%

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

What students have to say about Study Partners Peer Tutoring:

“(My Peer Tutor) is always kind and sweet. He is very knowledgeable about the subject. Every time I ask him about a subject he helps me find shortcuts and tricks and how to understand it more in depth.”

“(My Peer Tutor) was amazing at explaining and breaking down the steps! They kept giving me practice problems until I was confident that I had it. Didn’t make me feel rushed at all!”

“(My Peer Tutor) made the concepts I was confused on so clear with his explanation. I’m so glad I made an appointment and spent time studying and asking questions on concepts.”

“Great session! Very kind and encouraging! Walked me through topics and gave lots of examples. Pulled up resources and gave me suggestions for how to study better for me personally!”

“(My Peer Tutor) was really kind and did not judge me for my lack of knowledge, instead they helped me understand better.”

“I was nervous for this upcoming exam, but (My Peer Tutor) helped me feel so much better about it. She is very knowledgeable on (my course) and explains everything well plus she helps me connect different concepts.”

“(My Peer Tutor) was amazing during our session and not only took her time to work out the problems with me but also gave me time and space to think it through, which I really appreciate!”

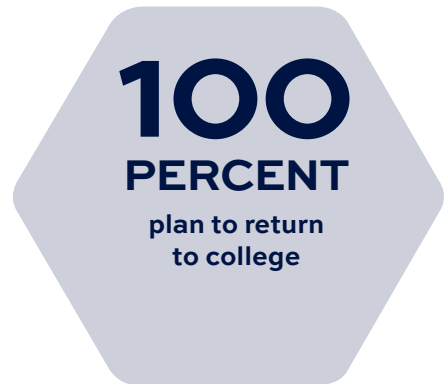
“(My Peer Tutor) was super helpful and knowledgeable about the concepts we were covering and really broke everything down in a way that made it easy to understand!”





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 2024 year participated in an end-of-experience survey (n=8; RR=100%) as well as pre- and post- assessments as part of the program.

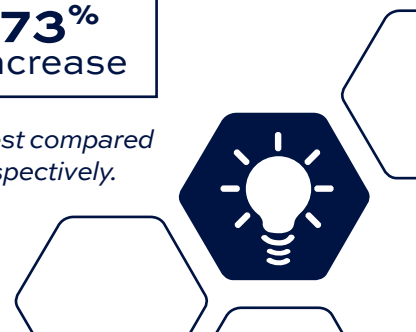


"I would advise future Study Smart students to embrace self-reflection and be open to growth. Dive into each lesson, and don't be afraid to challenge your habits and beliefs. Building skills like self-management and emotional intelligence will benefit you beyond the course so, commit fully, and you'll see lasting, positive changes."

Skill Assessments in Study Smart: Fall 2024

STUDY SKILLS	Taking Notes	↑ 35% Increase
	Learning Actively	↑ 74% Increase
	Taking Tests	↑ 81% Increase
SOFT SKILLS	Developing Emotional Intelligence	↑ 43% Increase
	Discovering Self-Motivation	↑ 34% Increase
	Believing in Myself	↑ 73% 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 basis 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.



19,514
TOTAL
SI VISITS



4,970
UNIQUE
STUDENTS

SPRING 2025 STUDENT COURSE GRADE OUTCOMES

AVERAGE 2.8 GPA

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

AVERAGE 3.2 GPA

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

SPRING 2025 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



96%

of student respondents agreed that participating in SI benefited their progress towards personal goals this semester



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

"I genuinely left every SI session feeling more confident in my knowledge, and I appreciated how organized sessions were. (My SI Leader) made our sessions so fun, but in a way that really helped me understand the content."

"(My SI Leader), thank you so much for your time and dedication to our SI sessions this semester. I was able to review and grasp concepts so much better after attending your sessions, and I can confidently say I would not have done as well in accounting without you!"

"(My SI Leader) was very helpful and made learning very fun. I felt confident in asking her questions. I really understood the material more than I would have teaching myself. The activities were fun and I enjoyed getting to know everyone."

"(My SI Leader) was so helpful in ensuring we understood the concepts and had great preparation for exams. Attending her sessions helped me to get the grade I wanted in the class and I really appreciate all the time and effort she put into her sessions."

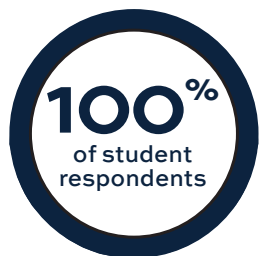
SPRING 2025 SI GRADE REPORT

Course Name	Never Attended	1-4 Visits	5-9 Visits	10+ Visits
ACCT	2.739 463	2.940 218	3.045 22	3.714 7
BIOL	2.958 2,809	3.164 654	3.296 71	3.385 26
CHEM	2.499 1,421	2.650 537	2.820 100	2.961 51
HIST	2.946 940	2.867 196	3.233 30	3.750 12
MATH	2.665 1,038	2.665 278	2.630 27	2.647 17
PHYS	3.022 896	2.997 294	3.250 32	3.043 23
STAT	2.803 228	3.007 147	3.375 24	4.000 5

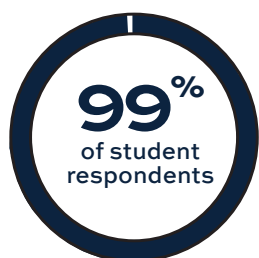
Academic Support Student Employment

2025 STUDENT EMPLOYEE CAREER READINESS SURVEY

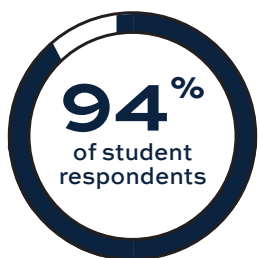
The 2025 Academic Support Student Employee Career Readiness Survey is administered in spring each year. All student employees in Academic Support are encouraged to respond. (n=93; RR=72%)



agreed that during their employment with Academic Support they have improved at least four of the eight 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

3.77
AVERAGE
CUMULATIVE GPA
of undergraduate
student employees in
Academic Support

100% of student respondents agreed their employment in Academic Support helped them in their **CONTINUAL PERSONAL AND PROFESSIONAL LEARNING**

"A lot of the students going into careers after college are on a similar footing with very little experience, but I feel like my position in Academic Support has taught me skills that distinguish me from other applicants and given me valuable experience that are applicable in any job."

99% of student respondents agreed their employment in Academic Support helped them improve their **CRITICAL THINKING** skills

"I have learned critical thinking through this job through my direct work with students on problems. Sometimes, students don't understand a certain way I am explaining something. I have to adjust my explanation and work with them to find a way to communicate in a way the student understands, which requires critical thinking."

"There are so many things in academic support as a peer tutor that you can market to companies. Critical thinking is essential because you never know what an individual is going to come in with to ask for help on just like in the real world."

99% of student respondents agreed their employment in Academic Support helped them improve their **COMMUNICATION** skills

"I have improved greatly in my way to communicate ideas to other people. Very often I teach the same types of problems to many different people, each of which learns in his or her way. I find myself every day coming up with new ways to present the same information; it has been very cool to see myself expand and be challenged in this way."

"My communication has improved the most out of everything. I have learned how to communicate at an appropriate speed, relaying information as efficiently as possible, without rambling or utilizing filler words. I have improved greatly in being able to communicate tutoring topics in ways that are unique to each student."

95%
LEADERSHIP

95%
WORK ETHIC

89%
TEAMWORK