

Auburn University
ACADEMIC SUPPORT



AUBURN
PROVOST OFFICE

2021-2022
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 services 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.

Academic Support staff are committed to the mission of the University and the office while developing equitable and inclusive programs informed in national standards all while responding ethically to the current health crisis in America.

Inclusive and Equitable Practice

While inclusive and equitable practices have been discussed in the context of national standards for learning centers, it was in fall 2018 that staff in Academic Support openly committed to examining our own practice, gaining new understandings through trainings, and adjusting program design to be inclusive and equitable learning environments. Since then, the staff adjusted program design, removed participation barriers, and audited policies, to create spaces that meet this commitment. Actions taken since fall 2018 include:

- Removed binary pronouns from intake paperwork (2018)
- Organized an accessibility audit of physical and digital spaces in partnership with the Office of Accessibility (2019)
- Developed a gender-neutral dress code (2019)
- Created an identity-hidden application process for hiring both student and professional staff (2019)
- Shifted recruitment of student employees from word-of-mouth to a campus-wide approach (2019)
- Added pronouns to the Academic Support website and program-level forms (2019)
- Established and shared anti-racist resources with all employees (2020)
- Updated dress code to prohibit divisive and hateful symbology (2020)
- Created a code of representation to address virtual and remote learning environments (2020)

Professional and student staff participate in implicit bias trainings, host discussions on various topics including cultural capital, and question the practices of the office to identify new ways to increase access and inclusion for all students. Ongoing and continued efforts are required of this commitment to inclusive and equitable practice.

Responding to COVID-19

The COVID-19 pandemic has required an innovative and bold response via remote delivery platforms to prioritize students' health and safety. Beginning in March 2020, Academic Support staff worked to adjust all in-person offerings to remote delivery within two business days, resulting in no delays of services to students the Monday after spring break.

Once established, the staff immediately sought to identify ways to respond effectively to the pandemic for both spring semester and beyond. High-quality remote learning experiences have emerged as a result of this thinking. For example, with faculty partners in the Department of Mathematics and Statistics within the College of Sciences and Mathematics (COSAM), the Plainsmen's Prep program in August 2020 was hosted remotely and used various platforms to support students through the process of learning mathematics concepts. The result of these efforts were unparalleled: 75% of participants increased their math placement for fall 2020 (an increase from 55% in 2019, 61% in 2018).

The staff are optimistic that high-quality remote support can enhance the AU student experience, long-term. Remote support can serve as an accessible and convenient way to gain needed course support and build community among peers. Continued training and learning on how to best use technology is necessary, but the positive response from students to these meticulously amended programs and services is promising.



Informed in 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 Centers Association (NCLCA).

ACADEMIC SUPPORT BY THE NUMBERS

IN THE 2021-2022 ACADEMIC YEAR, ACADEMIC SUPPORT

HOSTED
16,997
Total visits

33%
of first-year students
visited at least one
Academic Support
program this
academic year

SERVED
4,378
Unique students



ACADEMIC COACHING

Academic Coaching is a personalized partnership 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.

726
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.

231
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 strategies for academic success, general learning habits applicable across all subject areas, and greater connection to resources at Auburn University.

What students have to say...

"She did an excellent job on helping me meet my goals for the semester. She is invested in getting to know me which made me feel more comfortable and safe talking to her about what my plans are for both academics and personal goals."

"I found it very helpful to have someone to discuss my academic struggle with who knew Auburn's resources well and was equipped to help me accomplish my goals."

"My Academic coach got me on track with not only the academic aspect of my college life but also helped me process and understand the emotions and pressures with life at college."

"Academic Coaching was very helpful for me as a freshmen at a new school and helped me achieve my personal goals by the end of the semester."

"Academic Coaching was ultimately what got me back on track not only as a student but as a person. It allowed me to see my day to day schedule and workload clearer and more confidently."



CRLA's International Peer Educator Training Program Certification in Academic Coaching

The Academic Coaching program in Academic Support is certified as a Level III program by the College Reading & Learning Association (CRLA) International Peer Educator Training Program Certification (IPTPC). Auburn students work one-on-one with a trained peer educator academic coach to explore habits, interests, skills, concerns, intentions through this goal driven process. Every Auburn student who attends coaching will meet with a coach who participates in this recognized training.

With a College Reading and Learning Association Level III peer mentor certified training program, Academic Coaches facilitate an inclusive and welcoming environment to support students throughout their academic experience at Auburn University.

Academic Coaches in Academic Support are graduate student peer leaders dedicated to supporting student success. Coaches complete over 35 hours of training each semester, as they earn their level I, II, and III Peer Educator Certifications. This annual training program starts prior to the first day of class and continues throughout their employment. The content of this experience includes areas such as the coaching model and application, learning theories, teaching and counseling skills, and referral strategies. Coaches learn to create goal-driven plans and collaborate with students to achieve their desired outcomes in a welcoming and inclusive environment.

Campus Partnership Spotlight – Student Financial Services

Each semester, Student Financial Services staff receive language from Academic Coaching to include in the semesterly letters to students, based on status with Satisfactory Academic Performance. This information is shared with students who are in jeopardy of losing their academic scholarships:

Start your semester off strong by scheduling an Academic Coaching intake!

Academic Coaching in Academic Support is a free resource for enrolled Auburn University students. Appointments start <insert semester> with online scheduling starting <insert date> through Advise Assist. Intake appointments are in-person, with follow-up coaching session appointments offered both in-person and online.

Academic Coaches support students in developing goal-driven action plans to achieve their personalized academic and professional outcomes. Academic Coaches empower student success in a variety of areas including time management, online learning, concentration and memory strategies, textbook reading, test preparation, and test-taking.

You can schedule your first appointment by visiting Advise Assist > Academic Coaching > Academic Coaching Intake > your preferred time

If you have questions about scheduling an appointment or would like more information on all of the Academic Support programs, please visit academicsupport.auburn.edu. Find more Academic Coaching resources at aub.ie/ACresources

Academic Coaching is not a requirement for SAP Appeals.

Expanding Resources - Online Resource Library for Students

Academic Coaching created a centralized location for resources available to Auburn University students regardless if they are attending coaching sessions or not. The How-To Video Series is part of this online resource library. These introductory videos, housed online in Box, show students how to maximize the use of common Auburn technology applications. Resources can be accessed at aub.ie/ACresources.



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.



94

Different Courses Tutored



2,607

Total Visits



907

Unique Students

What students have to say about Study Partners Peer Tutoring:

98% 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:

“Amazing, he listened and understood what I needed and helped me study for my test. I honestly believe he helped me get an A on my midterm.”

“I am very thankful that Study Partners exists!”

“I thought it was great and I wish I had been utilizing this program sooner! Will definitely be scheduling more!”

“I’ve been booking weekly appointments with [a Peer Tutor] to review what we did in class the previous week. She has been so helpful making sure I understand all of the concepts. I have not had a bad appointment with her and will definitely be booking more appointments with her.”

“She made it really easy to understand what I was learning and explained in ways that clicked. She was an amazing tutor who helped me learn a lot of valuable information from my class while also learning new study habits!”

“[The Peer Tutor] was amazing! She was personable and walked me through, in-depth, three different problems. It’s a slow process to understanding pre-calculus algebra but I am confident thanks to Peer Tutoring.”

“My Peer Tutor was absolutely amazing. I was a little nervous going into it but she was extremely friendly and welcoming. She explained things very thoroughly and even offered to do extra problems. Overall it was an excellent experience!”

“[The Peer Tutor] is an amazing tutor and I would have struggled a lot more this semester if I had not had her help.”

“[The Peer Tutor] was super helpful and talked me through everything even if she had to multiple times! She made it feel okay not to know everything!”

“[My Peer Tutor] was great! She went the extra mile to help me learn my subject and she was very kind to me! She’s awesome and a great tutor. She clearly cared about my learning.”

Responses collected from the Fall 2021 Study Partners Peer Tutoring Student Evaluation Survey (n=496; RR = 18.9%)



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 2021– Spring 2022 year participated in a pre- and post-assessment as part of the program (n=8, RR=57%).

100%
of student respondents reported their expectations of the program were met. Of all student respondents, 75% agreed that their expectations were exceeded

100%
of student respondents are likely to recommend a peer to enroll in Study Smart, should their peers ever be on Academic Suspension

100%
of student respondents who completed Study Smart plan to return to college

“I truly struggled with thinking very little of myself and before suspension I was getting to a point where I did not know if I would be able to graduate. After this course I feel completely capable and eager to return to regular classes.”

Skill Assessments in Study Smart: Spring 2022

STUDY SKILLS	Learning Actively	↑	48% Increase
	Taking Tests	↑	42% Increase
	Organizing Study Materials	↑	37% Increase
SOFT SKILLS	Mastering Self-Management	↑	41% Increase
	Developing Emotional Intelligence	↑	33% Increase
	Gaining Self-Awareness	↑	33% 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.



SPRING 2022 STUDENT COURSE GRADE OUTCOMES

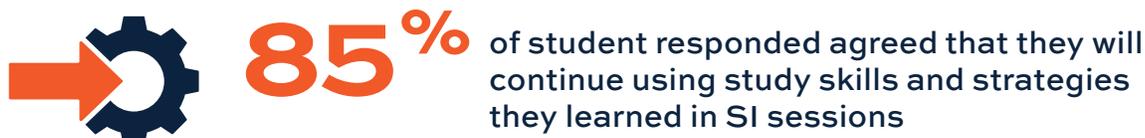
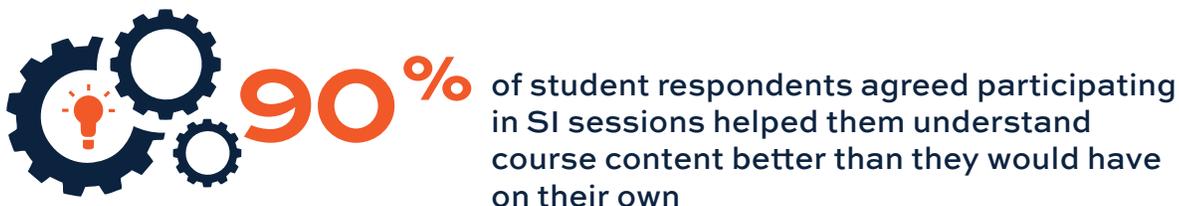
AVERAGE 2.73 GPA

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

AVERAGE 3.02 GPA

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

SPRING 2022 END-OF-SEMESTER STUDENT SURVEY



What students have to say about Supplemental Instruction (SI):

"I feel like the SI sessions for chemistry really helped me figure out what I needed to work on more for the exams. After going to the SI sessions more, my grade for the second exam was significantly higher than my first exam. Thank you!!"

"Thank you SO much for your constant support this semester! You truly helped me to understand what we were learning and helped me to feel prepared for our test! This class was hard but you made it just a little easier and gave me the confidence I needed to succeed!"

"Thank you so much for all your help this semester. You run the SI so well I truly do look forward to going every week. Going to your sessions has helped me learn a lot about how to study and allowed me to meet some great people from class whom I would not have otherwise. Truly cannot express how glad I am to have been in your SI session and been able to learn from you. Thanks one last time!"

"You are amazing and helped me so much this semester and gave me a boost of confidence with my problem solving skills. There is no way I would've done as well if I hadn't been to your SI."

"I have never been in such a fun atmosphere learning about a subject that I usually have such a hard time with."

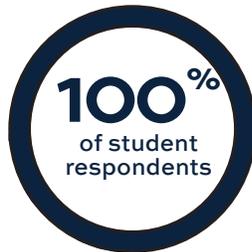
SPRING 2022 SI GRADE REPORT

Course Name	Never Attended	1-4 Visits	5-9 Visits	10+ Visits
ACCT	2.665 337	3.058 139		
BIOL	2.876 2,685	3.144 569	3.224 67	3.400 25
CHEM	2.382 1,152	2.621 380	2.859 85	2.818 33
HIST	3.053 673	2.847 85	2.583 12	3.714 7
MATH	2.384 451	2.590 61	2.667 12	2.000 6
PHYS	2.680 328	2.861 180	2.882 51	2.929 14

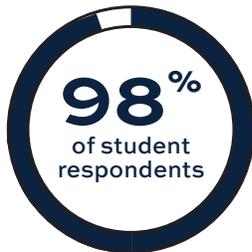
Academic Support Student Employment

2022 STUDENT EMPLOYEE CAREER READINESS SURVEY

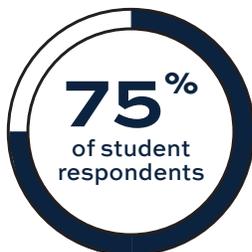
The 2022 Academic Support Student Employee Career Readiness Survey is administered in spring each year. All student employees in Academic Support are encouraged to respond. (n=48, RR=40.3%)



reported their experiences during employment increased their marketability for their anticipated career goals



list their student employment experience on their resume



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

3.74
AVERAGE GPA

of undergraduate student employees in Academic Support

98% of student respondents agreed their employment in Academic Support helped them improve **COMMUNICATION** skills

“My work within Academic Support has improved my communication skills because I have had to look at new ways to express information. As a Study Partners Peer Tutor, I have had to paraphrase the same information in different ways to make it clear to each individual student’s learning style. This has focused my communication in a clear yet versatile way.”

“With working through peer tutoring, I have learned new ways in which to approach and ways to convey ideas and thoughts more clearly. Learning different learning styles has been a challenge, but when you finally figure out the perfect way to get your message across, the reward makes everything worth it.”

83% of student respondents agreed their employment in Academic Support helped them improve their **LEADERSHIP** skills

“One strong learning experience for me was conducting my first meeting! It was a moment where I learned leadership and understanding of others where I previously may not have had much experience in that realm of thinking. My job here in Academic Support has helped me with learning qualities that demonstrate confidence and critical thinking in a way that is useful both to the group and to my future career.”

54% of student respondents agreed their employment in Academic Support helped them improve their **TECHNOLOGY** skills

“A powerful learning experience has been with new technology. Prior to working under Academic Support, I had very limited use through the “instructor” side of Zoom and no experience at all with Knack. These two tools have not only helped while tutoring, but I feel much more advanced in terms of technology that will be used throughout my career.”

79%
Critical Thinking

65%
Work Ethic

63%
Teamwork