

Auburn University

ACADEMIC SUPPORT



AUBURN
PROVOST OFFICE

2022-2023

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.

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 Centers Association (NCLCA).
- Awarded "Learning Center of Distinction" by the National College Learning Centers Association (NCLCA) in 2022

ACADEMIC SUPPORT BY THE NUMBERS

IN THE 2022-2023 ACADEMIC YEAR, ACADEMIC SUPPORT

HOSTED
20,408
Total visits

51%
of first-year students
visited at least one
Academic Support
program this
academic year

SERVED
4,960
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.

722
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.

248
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...

"[My coach] was incredibly helpful AND supportive! During both meetings, it always felt like she truly cared about me and my success both as a person and as a student."

"I was originally a bit nervous about meeting with a new academic coach this semester, but I am absolutely thrilled to have been able to work with such a kind and supportive coach. No session was exactly the same, and I feel that [my coach] was genuinely interested in helping me become a better, and less stressed-out student. I would absolutely recommend her to anyone interested in academic coaching."

"[My coach] was very good at walking me through effective studying methods, but I also felt as though she related to me, so I felt less alone."

"[My coach] was an awesome coach! She created a comfortable environment for me and helped me with many things such as: study strategies, how to build up and work on materials for a test a section at a time instead of cramming, the importance of rest, and she helped me find what study strategy was helpful for me."

"I think my coach was very helpful in terms of both giving me new plans and making sure that what I had was working for me"

"I found the continued offering of solutions and ideas to help me succeed to be the best thing for me."

100%

of student respondents indicated that their coach seemed invested in their overall success

100%

of student respondents indicate that they developed a realistic, actionable goal plan and learned 1 or more strategies to meet their goal(s)

97.6%

of student respondents agreed that they would recommend Academic Coaching to others



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.

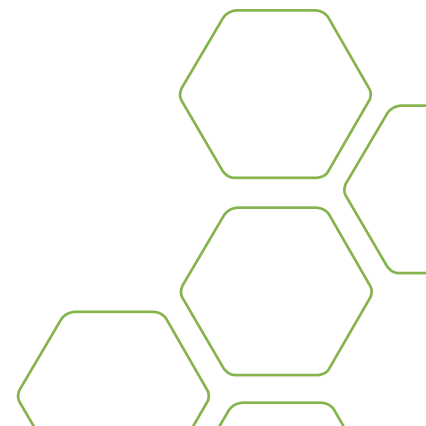
Academic Coaches in Academic Support are graduate student peer leaders dedicated to supporting student success. Coaches complete over 35 hours of training each semester, as they earn their level I, II, and III Peer Educator Certifications. This annual training program starts prior to the first day of 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

This year, Academic Coaching furthered campus connections by meeting students where they are at, specifically by hosting sessions at the Campus Food Pantry and Campus Pride Center. Starting in Fall 2022 and continuing through Spring 2023, Academic Coaching partnered with Auburn Cares to spend time each month at the Campus Food Pantry. The Academic Coaches spent time talking with and getting to know students in a space they were familiar and comfortable in. Due to the positive response, Academic Coaching initiated monthly visits to the Campus Pride Center. The coaches get to know students while sharing general academic tips and resources. These points of connection furthered the awareness of Academic Coaching, while generating increased participation in the program.

These monthly engagements were complemented by the semester visits to The Edge where coaches welcomed students across campus for the food breaks with academic resources. These visits were coordinated around First 56 and end-of-term Learn with Purpose workshop events.

Academic Coaching is proud to continue building upon the long-term partnership with Financial Aid to support students who may be appealing SAP. Fall 2023 will mark an additional milestone as the fifth year of SEAS programming. SEAS is designed specifically for those students whose position in leadership or employment is at-risk due to their GPA. This initiative continues to benefit students with overlapping responsibilities and high leadership roles and commitments at AU.



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.



63

Different Courses Tutored



3,888

Total Visits



1,387

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] was the absolute sweetest and I look forward to working with her more. She explained concepts thoroughly and made a great effort of accommodating to which ways I understand problems and how to solve them.”

“[The Peer Tutor] was a great help in simplifying concepts I thought were too complex.”

“I really enjoyed my Peer Tutor. She did a great job explaining what I was confused about and gave me comprehensive examples. She was also very friendly and patient.”

“They were very kind. [My Peer Tutor] was so understanding of my first college exam nerves and gave me some amazing study tips for the class.”

“He was awesome. I definitely felt better about my class questions after our meeting!”

“He was super helpful and understanding. I feel way more comfortable with the subject now. He did not just tell me how to do the problem but actually explained the thought process behind it.”

“[My Peer Tutor] helped me a ton. She went above and beyond and shared a lot about her own experiences in the classes. Very friendly and encouraging.”

“It was great! Very impressed, and I will definitely be making more appointments requesting [this Peer Tutor]!”

“Best experience I have had. She knew exactly what she was talking about and had fun ways to remember. I was blown away by how much I learned in such a small period of time.”

“Very knowledgeable and non-judgmental. They knew many helpful resources and were able to decipher in-class notes with me.”



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 2022 – Spring 2023 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%

of student respondents reported their expectations of the program were met.

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 have learned a lot during the program. Not only the study skills such as reading skills and how to take tests, but [I learned how to] build more confidence and self-awareness and also how to control my emotions and motivations."

Skill Assessments in Study Smart: Spring 2023

STUDY SKILLS	Learning Actively	↑ 62% Increase
	Taking Tests	↑ 53% Increase
	Organizing Study Materials	↑ 51% Increase
SOFT SKILLS	Mastering Self-Management	↑ 47% Increase
	Developing Emotional Intelligence	↑ 34% Increase
	Gaining Self-Awareness	↑ 27% 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.



15,798
TOTAL
SI VISITS



4,148
UNIQUE
STUDENTS

SPRING 2023 STUDENT COURSE GRADE OUTCOMES

AVERAGE 2.7 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 2023 END-OF-SEMESTER STUDENT SURVEY



86%

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



85%

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

"I really enjoyed coming to your sessions and appreciate all of the work and time that you took into making practice questions, go over confusing material, and just making the sessions enjoyable. This is the first time in my college career that I have regularly gone to SI sessions and feel like they have benefited me not only in class but also with learning new study skills. So, thank you!"

"You were amazing in SI sessions and in class! You were always eager to answer any questions as accurately as possible and did a great job at explaining things. Thank you!!!"

"Thank you for being so welcoming and making the sessions interactive and fun!"

"Thank you for all the positivity and support! I really felt that you wanted to see me succeed, and that was a wonderful confidence booster!"

"Thank you so much for your time in SI. You were so helpful and I appreciate your time and patience with our class. You were so easy to understand and you took the time to simplify the concepts to a level that anyone could understand."

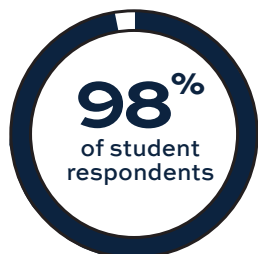
SPRING 2023 SI GRADE REPORT

Course Name	Never Attended	1-4 Visits	5-9 Visits	10+ Visits
ACCT	2.467 492	2.855 220	3.278 18	
BIOL	2.962 2,595	3.104 653	3.442 77	3.371 35
CHEM	2.563 1,301	2.533 445	2.743 74	3.023 43
HIST	2.816 781	2.810 210	2.500 18	3.600 10
MATH	2.375 728	2.670 279	2.567 30	2.833 12
PHYS	2.808 302	2.815 146	2.842 19	3.455 11

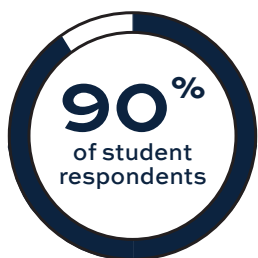
Academic Support Student Employment

2023 STUDENT EMPLOYEE CAREER READINESS SURVEY

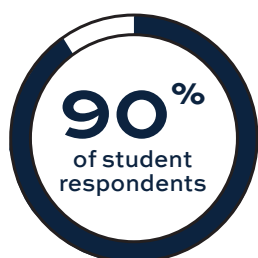
The 2023 Academic Support Student Employee Career Readiness Survey is administered in spring each year. All student employees in Academic Support are encouraged to respond. (n=42; RR=37.5%)



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

3.74
AVERAGE GPA

of undergraduate student employees in Academic Support

95% of student respondents agreed their employment in Academic Support helped them improve **COMMUNICATION** skills

"My communication skills have grown by leaps and bounds since working with Academic Support. While I felt confident in my communication skills before, my position has encouraged and fostered growth in how I practice speaking with cultural humility."

"I feel as if my communication skills improved! Having to interact with students, parents, and other departments of the university (on the phone and in-person) helped me improve these skills by learning how to resolve problems with information I could provide for them."

95% of student respondents agreed their employment in Academic Support helped them improve their **LEADERSHIP** skills

"As the GA for Study Partners, I wholeheartedly believe I have made improvement in all of these areas, but especially leadership and communication. My role has allowed me to lead tutors through the observation process, co-conduct interviews, and study data to improve the program. I feel like a partner or co-facilitator, even though I am the graduate assistant. Additionally, I believe that applying for the CRLA certification helped me improve my skills in critical thinking, technology, and work ethic."

90% of student respondents agreed their employment in Academic Support helped them improve their **CRITICAL THINKING** skills

"I feel that my critical thinking has really improved. I have never tried to work a problem from the middle of the problem. However, when someone comes in with a problem they were working on and are stuck, I have to interpret what step they are at in the problem and how to adjust my explanation to their process of working the problem."

"My critical thinking skill definitely improved while working with study partners. This is because many times in a session something will not go as planned, so I quickly have to figure out how to respond in an acceptable way. "

93%
WORK ETHIC

90%
TECHNOLOGY

81%
TEAMWORK