Expected Outcome 1: Academic Coaching
Students will be satisfied with their academic coaching experience.

Assessment Method 1: Evaluation after final academic coaching session

Assessment Method Description
Students participating in academic coaching were asked to complete evaluations after their final sessions. There were a total of 287 kept academic coaching appointments by 63 students F’12 – Sp’13; 16 evaluations were completed (25%).

Students were asked to rate statements using the following rubric:
1=Strongly disagree  2=Disagree  3=Agree  4=Strongly agree  5=Don’t know yet

1. I was provided useful information/suggestions to assist in improving my grades.
2. I have learned new study strategies.
3. I consistently use the new strategies I have learned.
4. My grades have improved as a result of consistently using the new strategies I have learned.
5. I will recommend Academic Coaching to my friends.

Evaluation form is in Appendix A.

Findings

1. I was provided useful information/suggestions to assist in improving my grades.  12 Strongly agree, 4 Agree
2. I have learned new study strategies.  9 Strongly agree, 7 Agree
3. I consistently use the new strategies I have learned.  8 Strongly Agree, 8 Agree
4. My grades have improved as a result of consistently using the
new strategies I have learned. 4 Strongly agree, 7 Agree, 5 Don’t know yet
5. I will recommend Academic Coaching to my friends. 13 Strongly Agree, 2 Agree, 1 Don’t know yet

The results indicate that students who persist with academic coaching through a final session (after which they are given the evaluation) are satisfied with their academic coaching experience.

2012-2013 Academic Coaching Summary is in Appendix B.

**How did you use findings for improvement?**
Academic coaching is a one-on-one highly individualized experience typically spanning 3-5 weekly sessions. However, many students do not return for 3rd or subsequent sessions, and do not respond to emails regarding re-scheduling. Students who completed the evaluations did not give us any useful information that we could use to improve the program. However, we do not know why students discontinue academic coaching as they don't respond to our attempts to contact them. We need to find a way to get completed evaluations from the students who do not persist.

**Additional Comments**

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**Expected Outcome 2: Study Smart**

Students completing Study Smart will be satisfied with the delivery mode of instruction.

Study Smart is a 10 week non-credit class for students on suspension designed to teach them the skills, attitudes and behaviors necessary to graduate from Auburn.

**Assessment Method 1: Class Evaluation**

**Assessment Method Description**

All students completing Study Smart fall semester 2012, spring semester 2013 and summer semester 2013 were required to complete an evaluation. Thirty-four (34) students completed Study Smart and 34 surveys were turned in for a return rate of 100%. The fifth question on the survey asked the students if they thought that Study Smart should be offered as an on-line class only:
5. It has been suggested that Study Smart be offered as an on-line class only. What would you think of that?

Complete evaluation form is in Appendix C.

**Findings**

100% of the students indicated that they did not think that Study Smart should be offered as an on-line class.

Common Reasons Given:

Critical importance of attending class - 28

Class participation/discussions - 26

Interaction with other students in same situation - 13

Interaction with instructor - 13

Examples of comments:

I believe that this class should not be offered as an on-line class. The reason being is that showing up throughout the entire summer is tough and takes perseverance. The type of perseverance that only a student how is fully willing to change their situation has. Therefore I believe it is important to keep the class as it is. Showing up every week and on time also helps when the real semester comes around it gives you a sense of dedication to your classes and thus as a result the student becomes fully engrossed with the concept of always showing up on time and ready to learn.

I don’t think the class would be helpful to students if it were only on-line. I feel that the class meetings allowed us to voice our opinions and thought on the daily subjects with the instructor. I think that’s necessary for the students to get the most from the course.

I don’t think that the online class would have the same effect. The assignments wouldn’t take as much effort without being in class and talking about them. Also, not going to class leaves you without the interaction which I think would not be nearly as helpful. I also think that this class should be mandatory for freshmen!

As a big fan of on-line classes, I would have expected myself to pick this format before taking this class. After taking it, I don’t see any way to take it other than to be in a physical classroom. There is just
way too much stuff done in this class that is discussion based. If you did it online the discussions would be hard to follow and end up confusing people.

I do not like the idea of an online class. I feel the class was more beneficial face to face. You got a chance to see and learn your student on a more personal level than through technology.

I think that’s a bad idea. Study Smart is very effective as a real class that you attend because it instills certain principles, such as participating in class, being on time, actively listening, etc.

I don’t believe it would be a good idea. One reason is because one of the ways to be successful at Auburn is by going to class and showing up every week teaches you to be responsible for being in class. Had the class been offered online I wouldn’t have learned this skill.

I think that is should not be offered online. I feel a big part of this class is helping students realize that going to class is half the battle. Showing up for the actual class starts a habit of wanting to go to every class. Also, students tend to put off assignments till the end of an online course. By having them come to class they will have actual due dates that they have to be aware of.

I would be against that decision. The up close and personal teaching by Dr. Mueller was one of the reasons I believe this class has stuck in my brain. Making it a personal experience rather than learning from a computer is a much more life-changing experience and can help many more students break out of their failure shell.

Summary of F'12-Su'13 Study Smart evaluations is in Appendix D.

**How did you use findings for improvement?**
Based on the unanimous responses that Study Smart should not be offered as an on-line class, the mode of delivery of instruction will remain the same. Additionally, the instructor incorporated more small-group in-class discussions of assignments as student noted that would be missing or confusing if the course were on-line.

**Additional Comments**

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**Expected Outcome 3: Supplemental Instruction (SI)**
Professors participating in Supplemental Instruction will find Supplemental Instruction (SI) to be a valuable asset to their classes.

**Assessment Method 1: Evaluation using Qualtrics**

**Assessment Method Description**
There were a total of 55 courses F’12-Sp’13 with SI attached with them taught by 51 instructors. At the end of each semester, the instructors were sent an evaluation (Qualtrics). Nine instructors responded F’12 and 10 responded Sp’13 for a total of 19 responses, a 37% return rate. The evaluation had five questions in common, and an additional question regarding the identity of the SI leader was added as the first question to the Sp’13 survey. Evaluation questions:

1. Who was your SI leader? (Sp’13 only).
2. Did you find SI a valuable asset to your class?
3. Why or why not?
4. How do you feel about your interaction with the SI leader?
5. How do you feel about your interaction with the SI office?
6. Do you have any comments for the SI program for the future?

**Findings**
100% of the respondents stated that Yes, they found SI to be a valuable asset to his/her class.

Comments from Question 3: Why or why not?

Current SI facilitates the learning process by not being just an "answer person." This SI now strongly suggests that student directly collaborate and cooperate with their peers as well. This SI also does not just take short cuts to doing problems and just do not provide a template, but this SI fosters understanding to a level where students apply chemical science principles and concepts.

Student-to-student communication is more efficient (often) than professor-to-student communication.

Students often need to hear material from multiple perspectives, especially if it is unfamiliar, in order to fully comprehend it. Also, SI sections help to encourage students to think about studying course materials regularly, rather than simply "cramming" the night (or morning) before an exam.

SI represents a wonderful and free opportunity for students to receive
another exposure/review of the material that is covered in the course.

I send my students who are struggling to SI. They have consistently praised it.

Assisted students with some concepts that needed extended discussion beyond class.

Helps students go over exam type questions

SI definitely helps students - crucial to students who struggle. Your analysis last Spring showed that SI might not help raise student grades (i.e., you compared grades of students who attended VS those who did not). Keep in mind that SI students who receive a "C" might otherwise have received an F. The really good students (who are already academically strong) usually do not attend SI.

Based largely on extremely positive, unsolicited student testimony, semester after semester after semester.....

SI encourages students to review materials regularly, rather than "cramming" before exams, and allows them to revisit materials with their peers rather than under the direction of a professor, thus exposing them to the same materials from a different perspective.

follows up with me on student needs, very reliable and knowledgeable

She was very active in working with the students

Positive feedback from students

Amanda is a model student in the class, and she puts together very thoughtful review materials for her SI sections. The students really seem to appreciate her.

For the students willing to take advantage of this learning resource, Micaela's sessions provided an additional exposure to the material

Neil helped the class work calculations

Leonard was able to have instruction (almost like extra office) hours for more contact time with a very large class

She showed up every day. She took good notes. She visited with me several times during the semester. She was a very likable person.
Complete results attached.

**Initial Report**
Last Modified: 11/26/2012

1. Did you find SI a valuable asset to your class?

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**Initial Report**
Last Modified: 04/22/2013

1. Who was your SI Leader?

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**Statistic**

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**How did you use findings for improvement?**
The comments made by the instructors have been used to lobby the College of Science & Math (COSAM) for additional funding for Supplemental Instruction for Physics. Currently COSAM pays for Biology and Chemistry SI.
Appendix A

Student Feedback Form

Academic Support Services/Academic Coaching

Your feedback is important to us. Please fill out the form below concerning your experience with Academic Support’s Academic Coaching program.

What academic issues did you and your coach work on?

_________________________________________________________________________

_________________________________________________________________________

Please circle the number that most represents your experience with Academic Support.

1= Strongly disagree  2= Disagree  3= Agree  4= Strongly agree  5 = Don’t know yet

1. I was provided useful information/suggestions to assist in improving my grades. 1-2-3-4-5

2. I have learned new study strategies. 1-2-3-4-5

3. I consistently use the new strategies I have learned. 1-2-3-4-5

4. My grades have improved as a result of consistently using the strategies I have learned. 1-2-3-4-5

5. I will recommend Academic Coaching to my friends. 1-2-3-4-5

6. I am using the following strategies I have learned:

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

7. I would also like to learn

_________________________________________________________________________

_________________________________________________________________________
8. Suggestions for improvement?

______________________________________________________________________________

9. Do you think that on-line academic coaching would be as effective as “in person” coaching?

Why or Why Not?

______________________________________________________________________________

______________________________________________________________________________
Appendix B

2012-13 Academic Coaching Summary

Academic coaching is similar to counseling in that there is no prescribed “treatment” for students. Each student has an initial appointment with the coordinator, who determines if academic coaching is appropriate and/or if the student also needs to be referred to other offices on campus (Office of Accessibility, Student Counseling Services, Career Services, academic advising, Study Partners, etc.). The coordinator explains what academic coaching is and isn’t, and schedules the student with an academic coach if appropriate. Many students seek academic coaching for emotional/psychological issues; these students are not scheduled for academic coaching appointments but are instead referred to Student Counseling Services. Other students seek academic coaching for issues related to learning disabilities and are referred to the Office of Accessibility as our coaches are not trained to work with specific learning disabilities. Students who are scheduled to work with an academic coach collaborate with their coaches regarding the specific academic skills they want to either learn or improve upon. We operate under a brief coaching model, typically meeting with students 5-6 times weekly or sometimes bi-weekly. Academic coaching is highly individualized, but limited to basic learning skills and strategies that students should have learned in high school if not earlier. Students are asked to complete evaluations after their final coaching sessions, however many decide between one appointment and the next scheduled one that they are finished and either cancel or no-show without completing an evaluation. We sent emails with the evaluation form, requesting that students complete and return them, but most did not.

| Individual Students: | 63 |
| Scheduled Appointments: | 392 |
| Kept Appointments: | 287 |
| Cancelled Appointments: | 64 |
| No-shows: | 41 |
| Evaluations: | 16 |

Synopses of Evaluations:

**What academic issues did you and your coach work on:** time management; test-taking strategies; study methods; choosing major/career; setting academic goals; test preparation; memory techniques; note-taking; setting a study schedule; improving GPA; self-testing; organizing learning materials; planning for the future.

1. **I was provided useful information/suggestions to assist in improving my grades.** 12
   - Strongly agree, 4 Agree

2. **I have learned new study strategies.** 9
   - Strongly agree, 7 Agree

3. **I consistently use the new strategies I have learned.** 8
   - Strongly Agree, 8 Agree
4. My grades have improved as a result of consistently using the new strategies I have learned. 4 Strongly agree, 7 Agree, 5 Don’t know yet

5. I will recommend Academic Coaching to my friends. 13 Strongly Agree, 2 Agree, 1 Don’t know yet

6. I am using the following strategies I have learned: Study Partners; studying during a specific time of the day; time management Excel forms; test-taking strategies; study strategies; setting S.M.A.R.T. goals; using notecards; highlighting; re-writing notes; self-testing; making a study “to do list”; tracking study hours; reviewing information over and over again rather than just a couple of times; taking regular short study breaks; teaching my friends what I have learned; listening to podcasts while doing other things; using time on Tiger Transit to review notes; studying in between classes at the library instead of going home; turning off cell phone while studying; studying on the 4th floor of the library; going to SI

7. I would also like to learn: nothing; more about planning my future schedules and the classes I need to take (note: academic coaches cannot help with this); to focus and retain information better; time management during tests; ways to improve my reading comprehension (note: beyond scope of academic coaching); how to keep a positive mindset in academics; NA.

8. Suggestions for improvement: None; turn down the AC in here 😎

9. Do you think that on-line coaching would be as effective as “in person” coaching? Why or why not? 40 NO – easier to understand concepts; easier to ask questions; must focus when one-on-one; more accountability; easier to get encouragement and personal support; personal connection is really important. 4 Maybe – might help those with tight schedules; OK if it was Skyped. 1 YES – would allow for easier access.

Summary: According to the evaluations, students were very satisfied with their coaching experiences. They learned and used a variety of academic skills and strategies, and saw improvements in their grades. Ninety-four (94) percent stated that they would recommend academic coaching to their friends. One would expect that students who persisted with coaching through their final sessions would give positive feedback. We do not know why students did not persist, an area that we need to focus on in the future. We sent students who cancelled or no-showed the evaluation form, but none returned them. We need to figure out how to capture this information.
Appendix C

Study Smart Evaluation

Please type your answers on a separate sheet of paper (include the questions). You do not have to put your name on it. This is due when you pick up your packet from our office in the library (you will not get your packet without it)

Thanks!

Semester: Fall 2013

1. What were your expectations about this class when you first registered for it?
2. How have you changed as a result of what you learned in this class?
3. What are you going to do differently when you are back in school?
4. What do you wish you had gotten out of the class but didn’t?
5. It has been suggested that Study Smart be offered as an on-line class only. What would you think of that?
6. Please rate the following statement using this scale:

1= strongly disagree
2=somewhat disagree
3=neither agree or disagree
4= somewhat agree
5=strongly agree

In Study Smart I learned skills and beliefs that will enable me to be academically successful and graduate from college.
Appendix D

Study Smart Evaluation

Selected Comments F’12, Sp’13, Su’13

Please type your answers on a separate sheet of paper (include the questions). You do not have to put your name on it. This is due when you pick up your packet from our office in the library (you will not get your packet without it)

Thanks!

7. What were your expectations when you first registered for about this class it?

When I first heard about this class, I assumed that this class was going to be more of a lecture format course that would just teach you how to study. What I found out was that this was very inaccurate. This course to me was great in basically all aspects of it. The class was no where near being a lecture only course, but was completely filled with discussions and in class assignments.

I wasn’t sure what to expect of this class really. I was never in such a situation so I was prepared for anything. My advisor was the person who told me about this class and she hadn’t led me wrong before so I trusted her instinct.

I expected the class to be a bit challenging so that I could prove I wanted to stay in school and was willing to work for. I didn’t quite expect the homework and exercises to be generated towards allowing me to figure out how I went off course and be as personal as it was.

When I first registered for Study Smart I was skeptical. I just saw it as some class that Auburn University wanted me to take to prove I was ready to be back in school. After the first day of class my mind was completely changed and I felt like the class was going to take a lot of hard work and dedication.

8. How have you changed as a result of what you learned in this class?

I have completely changed as a student due to the help of this class. I struggled a lot the past semesters when it came to knowing how to properly study, get over test anxiety, and how to truly set goals. Thanks to the class and the techniques it taught, I feel more confident going into the next semester that none of the three areas will give me problems.

I have changed as a result that is better for me. I believe I have a more positive attitude going into things instead of telling myself I can’t do it or that I am not going to do a good job. I also realized that I have taken more time to study and review
material. I learned a lot of new things and I am ready to apply those things to a new school year.

This class taught me how to have good study habits, how to motivate myself, how to make better choices, to take responsibility for making a better future for myself, and to always start on an assignment right away and not to procrastinate.

I feel as though I have changed from someone who in a way had horse blinders on, just trying to avoid reality, to someone who accepts what has previously happened and wants to move forward. I feel that I have become much more aware of the different factors of how to succeed in my classes.

9. **What are you going to do differently when you are back in school?**

When I am back in school I will be making a list of important dates for each of my classes as soon as I am aware of them. I will be more organized with my assignments and will spend more time concentrating on the class part of school, rather than the social aspect.

I am going to make sure that I am at all my classes. I will be prepared for my classes ahead of time and make sure that all my work is done in a timely manner. I will also keep myself motivated, by reminding myself of all the money that has been wasted doing poorly on class that I have not done well in.

I plan to do several things differently. I plan to put school work first over social activities, friends, etc. They can wait. My education cannot wait. I plan to not procrastinate and wait until the last minute to complete assignments. I plan to ask for help when I need it whether that means asking for help every day of if I need help every minute. I plan to put my all into my schoolwork!

When I am back in school I am going to begin keeping a calendar and a planner so that I can keep up with important tasks and due dates. I am also going to begin using campus resources such as the writing center and tutoring. I am also planning on getting to know and meeting with my professors so I can use them as a resource as well. I am also going to set clear goals and work to reach them.

10. **What do you wish you had gotten out of the class but didn’t?**

I honestly didn’t have any expectations going into the class so everything I got out of it was more than enough. I thought the class went very well and helped me turn my life around. I can’t think of anything more that would’ve helped me at the moment.

If there was one thing I could wish I had gotten out of this class it would be how to implement and memorize every tool to learn faster and not have to review it all the
time; but I guess if that happened I wouldn’t learn through the experience of failure and grow from that.

The class covered every problem I had, as well as problems I didn’t realize were affecting me.

I wish I had at least gotten better at being prompt; I still procrastinate.

11. **It has been suggested that Study Smart be offered as an on-line class only. What would you think of that?**

I don’t think the class would be helpful to students if it were only on-line. I feel that the class meetings allowed us to voice our opinions and thought on the daily subjects with the instructor. I think that’s necessary for the students to get the most from the course.

I don’t think that the online class would have the same effect. The assignments wouldn’t take as much effort without being in class and talking about them. Also, not going to class leaves you without the interaction which I think would not be nearly as helpful. I also think that this class should be mandatory for freshmen!

As a big fan of on-line classes, I would have expected myself to pick this format before taking this class. After taking it, I don’t see any way to take it other than to be in a physical classroom. There is just way too much stuff done in this class that is discussion based. If you did it online the discussions would be hard to follow and end up confusing people.

I do not like the idea of an online class. I feel the class was more beneficial face to face. You got a chance to see and learn your student on a more personal level than through technology.