



Request for 2020/202 Funding Services and Activities Fee Committee

BUDGET PROPOSAL CONTACT INFORMATION

Department Name: Teaching and Learning Center

Create Date: 02/05/2020

Due Date: 02/07/2020

Submitter Name: Cara Farnell

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Department Head Approval:

Department Head: Bonnie Becker

Requested Amount: **\$14,997**

Departmental Information

STUDENT UTILIZATION

With the University's recent focus on retention efforts, the Peer Success Mentor program was created to provide additional support to students in the form of peer mentors who help their peers with their academic goals. Five peer success mentors have been selected for their experience, knowledge, leadership, and teachability so that they can assist their peers with skills such as time management, study strategies, reading strategies, goal-setting, organization, etc. A joint collaboration between First Generation Student Initiatives and the Teaching and Learning Center, our focus is to provide students with an accountability buddy and mentor in the form of a peer who has learned how to successfully navigate college life. Similar work is already being done by myself in my capacity as a Learning Consultant. I meet with 3-8 regulars and new referrals each week. As we know, however, a peer-to-peer model brings unique benefits so we sought to expand this work and create a student job that would enhance the student experience for both the students employed and the students they help. Other universities and high school also offer this type of assistance, so students who are used to it can continue to receive it here at UW Tacoma.

CORE VALUES/MISSION ALIGNMENT

The impact goal aligning with our program is most definitely 'students.' We hypothesize that a program like this should increase the persistence of students with whom our mentors work by providing them strategies, support, and resources both necessary and helpful to their academic, and often social, connectedness and success. When students come to UW Tacoma underprepared, they enter classes where faculty are prepared to teach about the content of the class, and not 'how to be a college student.' We know this leaves many students feeling left out or left behind and overwhelmed. The peers in this program are going to bridge that gap, giving students tips and skills on 'how to college' as well as being a person who cares to guide them in this need. The program's existence itself brings visibility to the idea that many and definitely not all of the students admitted to UW Tacoma are great students yet, and that is okay, and that we are here to support that opportunity for growth rather than leave them to sink or swim. As our mentors will complete a unit on campus resources, we'll also help the campus meet the success indicator of increasing student awareness of UW Tacoma resources.

SAF-FUNDED PROGRAM OR SERVICES GOALS AND OUTCOMES

Our goal for the current year, since it is our pilot year, is to simply get the program up and running. We are in the early stages of training the 5 mentors we hired and building a Canvas course for their training and reference. Our next most pressing goal is marketing the program. Luckily, the job posting for hiring the mentors was widely noticed on campus and drummed up a lot of interest already, but we'll be having the mentors create bios for a website where we can promote the program and link students to the appointment system. We'll also have the mentors involved with the marketing, creating flyers, TV ads, and classroom announcements. My partner Yanira Pacheco and I will work with our campus contacts to initiate partnerships where we ask them to refer students who are struggling with study skills, etc. to the program.

STUDENT UTILIZATION (COMPARISON OVER PAST 2 YEARS)

This is a new pilot program so we cannot compare with the past two years, except to say that in the past the number was zero and now there will definitely be an increase. First Gen cohorts will be required to meet with a Peer Success Mentor, and through additional campus partnerships, we hope to direct more students to utilize this service.

COLLECTION OF FEEDBACK & IMPROVEMENTS

There is a survey mechanism within the appointment-making system we use in the TLC, which is called WOnline. Additionally we can look at return visitors, as well as anecdotal and qualitative feedback from mentees, the peer mentors, their supervisor, and professors. We can also collect evidence

of student success, though we could not take credit for it solely, in the form of increased grades or class performance and retention or persistence.

SERVICE BENEFITS TO STUDENTS

Other universities and some high schools already provide this service. Some call it academic coaching or learning consulting, and so our students who are transferring or are already familiar with this type of help find a void when they come here to UW Tacoma. We seek to fill that void!

Working with students already in my capacity as a learning consultant for the TLC, I've had students make regular appointments with me and I've seen the improvements in either or both their academic skills and their confidence. A student I met repeatedly with last quarter went on to apply to be a Peer Success Mentor and was the strongest interview we had, and thus got the job. A student I met with this quarter has gone from not knowing what a 'planner' is to using one and managing her study time much more effectively. Another student came back to tell me that she didn't think a piece of paper (the time chart we worked on during our meeting) would keep her on track, but lo and behold, she found herself using it and managed to get in an extra chapter of studying she otherwise didn't believe she would complete.

However, as a staff member, I'm limited in my ability to relate to students on a peer level, and less familiar with the UW Tacoma system than our students, so have a peer model program will fill in that need. One of the first gen students I met with asked me very directly: "How will you make students feel comfortable with you?" and he made a very good point! While I can work to get to know students and build rapport, this will happen much more naturally and that barrier will be lower for the peer mentors. Additionally, I'm just one person with other job responsibilities so having 40 hours per week available with 4 other mentors will make this service much more accessible.

So, the most significant impact of this program will be reaching more students, and reaching them on a level that appeals to and is comfortable for them, as well as providing a service that otherwise does not exist on this campus.

ADDITIONAL INFORMATION OF FUND UTILIZATION

Staff Budget Requests

Category	Details	Amount Requested
Student Staff ³	E001	
	Student Staff Wages:	\$9,792
	Fringe @ 20.9%:	\$2,047
PERSONNEL TOTAL:		\$11,839

Other Budget Requests

Category	Details	Amount Requested
Other Services	Printing and advertising services to market the program S001	\$2,600
Non-Food Supplies & Materials	Books used as texts to support training and mentorship and computer software for marketing material creation and productivity apps to research and help mentees use. We use three books pretty heavily and it would be good to have extra copies for our mentors: Make it Stick Teach Yourself How to Learn Smart but Scattered S002	\$558
SUPPLEMENTAL TOTAL:		\$3,158

PERSONNEL TOTAL:	\$11,839
SUPPLEMENTAL TOTAL:	\$3,158
COMPLETE PROPOSAL TOTAL:	\$14,997

Supplemental Documents



BUDGET PROPOSAL SPREADSHEET

The spreadsheet with budget details mentioned on previous question.



BUDGET PROPOSAL SPREADSHEET

The correct file is this one with the 2020-21 date in the title. It appears this form may not be deleting prior versions.