



## Request for 2022-23 Funding Services and Activities Fee Committee

### BUDGET PROPOSAL CONTACT INFORMATION

Department Name: University Academic Advising

Create Date: 02/08/2023

Due Date: 02/17/2023

Submitter Name: Jennifer Mitchell

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Department Head Approval:

Department Head: Lorraine Dinnel

Requested Amount: **\$12,484**

## Departmental Information

### STUDENT UTILIZATION

We are requesting \$10,275 (plus benefits) in funding to make this high-impact, low-cost program whole in paying the salaries of the Student Advising Mentors (SAMs). We receive partial funding through SAFC and hope to continue to ensure the program remains a success. With the funding crises we are currently experiencing and the minimum wage increasing, we find ourselves requesting money to make sure the program is fully funded. It's multi-pronged - 1) There is leadership development, professional experience, and connection to the university for the SAMs; 2) support to students related to registration, advising, and resources; 3) assistance for advisors in this capacity constrained time. All of these things together help UAA to bring the best service to the students that we can.

### CORE VALUES/MISSION ALIGNMENT

Student Advising Mentors work in direct support of the retention and persistence of students, delivering support in a cost-efficient and pedagogically-sound way that is integral to the success of UW Tacoma's Strategic Plan and can be successfully linked to each goal, specifically:

#### Students

Student Advising Mentors allow greater flexibility in the range and depth of UA's support for students and the quality of experiences available to them outside the classroom by enabling us to expand our presence across campus and increasing students accessibility to services. As frontline support, they're able to help "remove institutional barriers to student progress" and be a part of the infrastructure by being available on a drop-in basis to provide information on campus resources and make appropriate referrals to support services as necessary. Additionally, they provide our department with the capacity to participate in pathway programs for K-12 schools and community colleges, with minimal impact on advising services for current students. They are a key part of ensuring that "every student has opportunities to engage in high impact practices.

#### Vitality

Employing Student Advising Mentors permits UAA to meet anticipated enrollment growth, continue high-impact outreach and programming efforts, and to maximize advising support beyond the physical location of the department while maintaining recommended advisor caseloads. Additionally, by Student Advising Mentors absorbing some of the general advising workload, advisors are better equipped to focus on intentional outreach and institutional retention efforts. This is especially important for advisors, as they, by far, have the greatest caseloads on campus (366:1 for UAA, average of 155:1 across all majors, ranging from 85 - 229).

#### Equity

SAMs are a reflection of the diverse student population not universally reflected across campus faculty and staff, allowing us to embrace the changing demographics of higher education. Connecting with peers in a mentorship capacity that models themselves helps foster students' connection to campus and improve the satisfaction of traditionally underrepresented students, especially racial/ethnic minority students, with the UV Tacoma experience.

The SAMs connect and are able to have "conversations (that) enhance a culture of inclusive excellence, mutual respect and social justice."

### SAF-FUNDED PROGRAM OR SERVICES GOALS AND OUTCOMES

The work UAA does across campus to increase student success is complex and cannot be done in isolation. By collaborating with campus partners, UAA has been able to embed academic advising services within various departments, such as the residence hall, syaya7adi? "Family Room," VMRC, and CEI. Student Advising Mentors also represent the department at campus-wide events - Admitted Student Day, Student Involvement Fair, Orientation, Freshman Preview Day, and various resource fairs. Not only are the SAMs gaining valuable professional experience, but they also contribute by serving on interview committees (internal and external to UAA), student panels (e.g. Transfer Advisor Workshop), campus workshops (e.g. Husky Success Series, Orientation), and student success survey outreach.

**STUDENT UTILIZATION (COMPARISON OVER PAST 2 YEARS)**

The Student Advising Mentors (SAMs) in University Academic Advising (UAA) provide the full-range of drop-in hours for pre-major students, the group least likely to persist. As is common on most campuses, pre-major students have the lowest retention rate of any "major" on campus. Supporting pre-majors through Academic Advising is a key strategy to help them to persist through major declaration and beyond. The student to advisor ratio in University Academic Advising (UAA), the professional advisors who support pre-majors students, is by far the highest on campus (366:1 for UAA, average of 155:1 across all majors, ranging from 85 - 229). We have enough funding to keep this program going at a reduced level. For a small amount of additional funding, we can maintain the high level of service that SAMs provide. Student staff work limited hours, so by having a complete team, they can provide a range of hours in aggregate to accommodate our students' diverse schedules. With fewer hours, we will limit the availability of drop-in hours and other "just-in-time" services. In addition, SAMs work with new students at New Student Advising and Registration, the summer pre-orientation event to get new students registered before classes fall. This event is crucial for converting confirmed students into registered students. All of this is especially important as students gather back on campus full time.

**COLLECTION OF FEEDBACK & IMPROVEMENTS**

Our department collectively developed a post-appointment survey to assess whether students' academic advising experiences align with our intended Student Learning Outcomes. Information garnered from these assessments is utilized to inform our advising practice, as well as to identify areas for opportunity and growth. Our department utilizes Outlook to track which students benefit from our scheduled and drop-in services. We also have utilized a tracking table for our SAMs to input data on the number of students they are interacting with and from where, including phone calls, walk-ins in person and virtually in the department and drop-ins across campus, and the department chat available on our department webpage. We use these numbers to understand where we can best assist students and the best way our SAMs can be utilized to meet students where they are at.

**SERVICE BENEFITS TO STUDENTS**

The SAM program will continue to expand its high level of service to pre-major students. For example, in the past academic year, they served 410 students through New Student Advising and Registration events (77,539 of freshmen), and 376 students through LiveChat. SAMs have met students where they are through drop-in advising at SNO, Court 17, VRMC, and CEI, as well as many campus events. As students are on campus much more than during the original proposal, there has been more foot traffic in the office, which we anticipate to continue throughout the school year and into the future. There is a higher need for SAMs to be available on campus, in the office for students to drop in during advertised hours.

**Staff Budget Requests**

Category	Details	Amount Requested
Student Staff <sup>3</sup>	4 students, 16.74/hour, avg 12 hours/week, 52 weeks = \$41,783. Only asking for \$10,275, as the rest is covered by external sources. <span style="float: right;">E001</span>	
	Student Staff Wages:	<b>\$10,275</b>
	Fringe @ 21.5%:	<b>\$2,209</b>
	PERSONNEL TOTAL:	<b>\$12,484</b>

**Other Budget Requests**

Category	Details	Amount Requested
	SUPPLEMENTAL TOTAL:	<b>\$0</b>

PERSONNEL TOTAL:	\$12,484
SUPPLEMENTAL TOTAL:	\$0
<b>COMPLETE PROPOSAL TOTAL:</b>	<b>\$12,484</b>

**Supplemental Documents**

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