



## Request for 2024 Funding Services and Activities Fee Committee

### BUDGET PROPOSAL CONTACT INFORMATION

Department Name: Teaching and Learning Center

Create Date: 01/22/2024

Due Date: 02/07/2024

Submitter Name: Cara Hale

UW Email Address: carahale@uw.edu

Phone Number: 2536925781

Department Head Approval:

Department Head: Dwayne Chambers

Requested Amount: **\$2,795**

## Departmental Information

### STUDENT UTILIZATION

The Teaching and Learning Centre is an important resource for students as they navigate their academics at UW Tacoma. Particularly since the COVID-19 pandemic many students have entered college with gaps in their preparation or the need to strengthen their quantitative knowledge, writing abilities and study habits. To this end, one of the TLC's major priorities is making sure every student is aware of our services and has familiarity with our space. From informal student interviews, we have realized that many students recognize their need for help and tutoring but unfamiliarity with a new space on campus is a major hurdle. Knowing where we are and being comfortable with our spaces is a challenge, as many students report only spending time in their classroom buildings while on campus. To expand the list of spaces they frequent and feel are 'home' for students, we'd like to offer more hospitality both ongoing (our Tea Station) and in the form of Welcome Days events such as pizza giveaways, or our recent 'donuts for writing appointments' event. Students often have to choose between visiting a campus resource for help and grabbing food after class. This way, occasionally, they might not have to choose and can 'feed 2 birds with one scone' so to speak.

### CORE VALUES/MISSION ALIGNMENT

#### Students (Academics)

Finding the TLC is important. Finding the TLC early is even more important. As TLC staff members, we can recount numerous stories of gratitude from our student users. We can also recount numerous stories of nearly graduating seniors who say they wish they'd found the TLC sooner. It is not uncommon for our numbers to surge in the second half of a quarter, often with an influx of students who have fallen behind and are desperate to "salvage" their course grade. We could have been much more useful had these students started using our space earlier.

In supporting students academically, the TLC helps with the retention and graduation rates and closing equity gaps as mentioned in Goal 1 of the Strategic Plan's success indicator "Students." Once students find us, we are often able to help them salvage those course grades (retention) so they don't need to drop classes or drop out, and if they find us sooner, their situation typically never reaches the need to 'salvage,' instead becoming more about maintenance. For those students who came to college less prepared due to equity gaps, we are able to get them up to speed via refresher workshops and by offering study skills help via our Peer Success Mentor program.

#### Vitality

The TLC tea station, located in the TLC "Faculty Area" on the 2nd floor of the Snoqualmie building, was originally the idea of Cara Hale, our program support supervisor. We piloted this service in the 2022-23 Academic Year and it has been an overwhelming success, underscoring the need for some sort of refreshment/sustenance for our students utilizing an academic space for long hours. At this point we recognize the dire need, but in order to sustain or even expand this service, we need external funding beyond our regular TLC budget which has suffered recent cuts.

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

Our goal would be to double our headcount numbers. We keep track of our users of the space via an hourly headcount. In the academic year before COVID our unique user record data indicated that we were serving more than 20% of our campus student population. We hope to exceed this pre-covid report.

In terms of collaboration, our Peer Success Mentors program began as a collaborative effort with the First Generation office and is now a partnership with the AAPI THRIVE grant. First generation students are one of the TLC’s major focuses. It is our goal that we ensure our first generation students are familiar with the available resources and are regularly invited to our spaces for events. As an example, last quarter our Writing Center interim assistant director also reached out to the First Gen coordinator to collaborate on an event that invited first gen students into our space to make their TLC account or an appointment, at which time they could grab a donut. This resulted in the First Gen coordinator deciding to host their next Orientation in the Writing Center space. We’d like to be able to do more events like this since it increases our visibility and results in a greater headcount.

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

PreCovid, the TLC served more than 20% of our student population. This data was verified using our unique user count in WOnline. As expected, during Covid these numbers decreased sharply. Post-Covid, we have experienced a steady increase since returning to campus, however, still our numbers lag when compared to the pre-Covid utilization of the TLC.

[We would be unable to provide the number of unduplicated students that attended SAF programs since this is a new proposal for SAF funding.]

**COLLECTION OF FEEDBACK & IMPROVEMENTS**

Naturally, one of the TLC’s strengths and keen interests is gathering data to measure our effectiveness. We currently employ 3 methods:

1. All writing appointments and Peer Success appointments are made and tracked using WOnline. At the end of each quarter, we download and analyze this data.
2. On the quantitative side, in addition to the appointment record using WOnline, we record our drop-in statistics using InQueue. InQueue is a groundbreaking homegrown application that records all of our drop-in requests. InQueue records the subject, time requested, time until a tutor responds and session length for each call.
3. SNO-Counts. Every hour, the front desk staff in Snoqualmie 2nd floor, conducts a headcount of all the users in our space; this captures those who are not captured via the InQueue data, since not everyone using our space is there to meet with a tutor.

In addition to the above, the TLC periodically sends out a user survey questionnaire to all our WOnline users, as well as informally solicits suggestions from users and our student staff.

**SERVICE BENEFITS TO STUDENTS**

By far the most rewarding statements we hear at the TLC are along the lines of “Thank you. You guys totally got me through Calculus 2 or Gen Chem 1 etc” or “Thank you. I am not sure how I would have graduated without your help.” The main and the plain for the TLC is coming alongside students and helping them succeed in their academics at UW Tacoma and beyond.

Pushed to provide something else as meaningful: the number of students who count the TLC and the TLC space as one of their “homespaces” on campus. A place to get help, but also a place to meet and work with friends, a space that they can stay comfortably for a long time. On a commuter-friendly campus, this has proved invaluable for students being able to form community and by extension, for students to improve their resilience when faced with tough times during their college career.

## Staff Budget Requests

Category	Details	Amount Requested
	PERSONNEL TOTAL:	\$0

### Other Budget Requests

Category	Details	Amount Requested
Food	More tea at our daily tea station. Welcome Days events with pizza and donuts. By our calculations, this amount funds ongoing tea, a week of pizzas each quarter, and a week of donuts each quarter. S001	<b>\$2,795</b>
SUPPLEMENTAL TOTAL:		<b>\$2,795</b>

PERSONNEL TOTAL:	<b>\$0</b>
SUPPLEMENTAL TOTAL:	<b>\$2,795</b>
<b>COMPLETE PROPOSAL TOTAL:</b>	<b>\$2,795</b>

### Supplemental Documents