



Request for 2024 Funding Services and Activities Fee Committee

BUDGET PROPOSAL CONTACT INFORMATION

Department Name: Teaching and Learning Center

Create Date: 01/03/2024

Due Date: 02/07/2024

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Department Head Approval:

Department Head: Dwayne Chambers

Requested Amount: **\$12,509**

Departmental Information

STUDENT UTILIZATION

These funds will pay the wages of the continuing Peer Success Mentors, as well as fund refreshments and giveaways for our events and tabling. As students face increasing food insecurity, anytime we can offer sustenance during an event, the event is better attended. Food fuels mental energy, too! In general, PSMs support their peers toward academic success. This program is established, well-known, students are referred to us by campus partners and professors, and utilized heavily by the First Gen Fellows and AAPI THRIVE cohorts. We provide one-on-one appointments to students who are seeking to optimize their academic skill set and externalize their academic approach for affirmation and feedback. We offer workshops and group study sessions to the entire campus on topics like time management and goal-setting. Other universities and high schools provide this service. Our transfer students familiar with this type of help find a void when they come to UW Tacoma. We'd like to continue to support the UW Tacoma campus with 2 mentors.

CORE VALUES/MISSION ALIGNMENT

In terms of the new Strategic Plan, the success indicators associated are within 'Students' ("GOAL 1: INCREASE RECRUITMENT, ENROLLMENT, RETENTION AND GRADUATION RATES WITH A FOCUS ON CLOSING EQUITY GAPS.") as well as the new one in 'Vitality' ("GOAL 10: INTENTIONALLY CREATE SPACES, PROGRAMS AND ACTIVITIES THAT ENCOURAGE ENGAGEMENT WITH OUR CAMPUS.")

Any academic support service is meant to improve retention and graduation - we are making sure students have the skills or at the very least support in gaining the skills necessary to perform well in their classes and academics overall. When we meet with students about their time management, or give them study strategies, or work with them to adjust their approach to the copious readings they need to complete, all of these things should increase a student's chance to do well in that class as well as future classes those skills will transfer to. And we are closing the equity gaps a student might experience because their high school did not provide this skill training or perhaps their parents did not go to college and share these tips. By hosting events and group study sessions that provide food and often office studying supplies like page tabs, post-its, highlighters, etc. we are also providing a little extra support on the financial side for students who maybe fell short in their income that week or can't afford school supplies.

These support services and programs/events also encourage students to hang out on campus between and after class. We're another offering that students can access if they stay around and get comfortable being on campus, and we hope when students participate, they feel more at home here. It bears repeating that students are facing increased food insecurity and so offering refreshments during group study sessions is a way to both close equity gaps and encourage engagement.

SAF-FUNDED PROGRAM OR SERVICES GOALS AND OUTCOMES

In addition to continuing to raise general awareness for our program, we'd like to increase the availability and frequency of our group study session programming. Doing this will also raise awareness for the individual appointments the mentors offer. To actively 'practice what we preach' and model good study habits, it makes sense to offer a structured weekly study group session. If we are telling students studying isn't something you cram in right before the test, but do with regular practice, as a good habit, it would be great to be able to model that and provide a space for it. In question 4 where we detail our numbers, it is evident there is more interest in group study sessions, as they have been decently attended. In the past year, I've met with CEI's Nicole Jordan and Ahmed Wafai to find meaningful ways to collaborate that would be helpful to their populations - specifically with the RISE cohort makes the most sense. I've sent our mentors to many campus events where their presence helps promote their services, like the Husky Success Series book swap and others. The First Gen Fellows office and I still collaborate and the Donuts in the Writing Center event served to drum up business for PSMs as well as writing consultants. I've presented to the Student Advising Mentors so they know it makes good sense to refer their students who need academic support to us, and I've had mentors do several class visits to raise awareness for the services we provide. I've visited with the AAPI THRIVE grant's faculty learning community to pitch that faculty refer students our way. We know it is working because we had 2 new clients this quarter say that those avenues were how they heard about us.

STUDENT UTILIZATION (COMPARISON OVER PAST 2 YEARS)

We have seen an increase in traffic due to a few factors: hiring new mentors, doing class visit sessions, and offering group study sessions. 180 students is the headcount of contacts across appointments, visits, workshops, and group study sessions for spring and fall 2023. Because we do not have names for class visits or every workshop, it is hard to know if any of these are duplicates. Our appointment system can give us this data, so for 2023, of the 79 appointments we had, 12 were return clients, meaning we had 67 individual unduplicated students in terms of one-on-one appointment numbers. We will attach this system data report to supplement our response. Compared with the last 2 years, in 2022 we had 58 appointments and there were 55 in 2021, exhibiting a steady increase. This must be due to the program gaining visibility over time as well as providing additional venues like group study sessions, raising awareness for the program. This is why we are asking for additional funding in the supplies and event support areas. Our last group study session had 17 attendees, which was a lot for most campus events of this kind. Home language is the only demographic information we collect, and in 2023 our clients spoke 9 different home languages, as well as 17 different majors. Age is an optional question our appointment form collects and the ages of our clients are from 17 to 59!

COLLECTION OF FEEDBACK & IMPROVEMENTS

The appointment software program we use is called WOnline. It is part of the TLC system for making appointments and tracks utilization rates to get us data on how many students we reach. We take head count during class visits, and have sign up sheets for group study sessions. We widened and increased our distribution of flyers and utilized TV ads and the Grit List, as well as social media. We did create and send a survey to program participants to get their feedback as to how the program helped them, but only had 1 respondent, who was pleased with their experience, rating it a 5 out of 5 and stating that their mentor was "very personable and knowledgeable." Our increased head count for group study sessions has lead us to try and improve our program via this funding request so that we can continue to host events like this which seem more in demand than the workshops we used to offer.

SERVICE BENEFITS TO STUDENTS

As previously stated, students often learn only the content of their classes, but not the most effective ways to learn this content. Our program fills that gap. Many other schools have a program like this and so we want to be able to offer our students a service they've seen at their transfer institution or their friend's school. For example, UW Seattle's program of academic success coaches employs 13 mentors! When telling people about the program, they often are in disbelief that a program like this did not exist before, as it seems to be greatly needed.

All members of each new First Gen Fellows cohort are recommended to meet with a mentor at least once. Academic advising pre-major advisors refer their students to us, especially those students looking to be reinstated after a leave of absence or dismissal. Our services benefit students by providing them personally-tailored tips, tricks, and approaches to their studies. If we were to conduct qualitative research on observations of sessions, we would see the themes are that students coming to meet with a mentor are not using a time chart or a planner, they've never heard of many of the reading strategies we suggest, they haven't before tried the study strategies we have for them, and they may not know what campus resources are available (for example, free tutoring or study rooms in case they don't have a conducive space at home, or about the Pantry). At the end of each session we ask them what they will take away from the appointment to try and apply on their own going forward and they are able to pick out at least one helpful new approach that should improve their retention of knowledge, engagement in content, and maybe even their grades. We know from returning users that we have helped in these ways, as they report to us, and also their continued use of the service supports the notion that it is working. Mentees typically leave our mentoring sessions excited to try one or two things we've suggested and seem reinvigorated about their studies. Beyond this, the mentors themselves are receiving a great professionally developing experience working in this role, and the training they receive prepares them for leadership positions and bolsters their own academic success.

Staff Budget Requests

Category	Details	Amount Requested
Student Staff ³	E001	
	Student Staff Wages:	\$8,972
	Fringe @ 20.5%:	\$1,839
PERSONNEL TOTAL:		\$10,811

Other Budget Requests

Category	Details	Amount Requested
Non-Food Supplies & Materials	Marketing in the form of sandwich board posters once a quarter. These cost about 66 (33 a piece, one for each side of the board) from the Copy Center on campus. S001	\$198
Food	We'd like to be able to provide pizza, snacks, drinks for up to 5 group study sessions a quarter S002	\$1,500
SUPPLIMENTAL TOTAL:		\$1,698

PERSONNEL TOTAL:	\$10,811
SUPPLEMENTAL TOTAL:	\$1,698
COMPLETE PROPOSAL TOTAL:	\$12,509

Supplemental Documents



BUDGET PROPOSAL EXCEL



SYSTEM STATISTIC APPOINTMENT DATA

The data on our appointments for the 2023 year. Does not capture or reflect the headcounts from group study sessions, class visits, and workshops.