

BUDGET PROPOSAL CONTACT INFORMATION

Department Name: Teaching and Learning Center

Create Date: 01/27/2026

Due Date: 02/06/2026

Submitter Name: Cara Hale

UW Email Address: carahale@uw.edu

Phone Number: 2536925781

Department Head Approval:

Department Head: Dwayne Chambers

Requested Amount: **\$4,822**

Departmental Information

STUDENT UTILIZATION

These funds will pay the wages of a continuing Peer Success Mentor. In general, the Peer Success Mentors 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. UW Tacoma 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, but understand that the SAFC can likely only fund one for this upcoming year.

CORE VALUES/MISSION ALIGNMENT

In terms of the 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 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, and like they've found their 'people'. The campus has more vitality when students hang out and form relationships with the people and places here.

SAF-FUNDED PROGRAM OR SERVICES GOALS AND OUTCOMES

We'd like to increase the availability and frequency of our appointment offerings, and carve out a presence in campus' mind as THE resource for students who need general academic support. We've partnered with the Writing Center to have quarterly events paired with giveaways to incentivize appointment attendance. I've sent our mentors to many campus events where their presence helps promote their services, like the Freshman-Transfer Connect UAA events, and more professors have requested Peer Success Mentors visit their class. The First Gen Fellows office and I still collaborate. 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. Given our reduced funding this year, we were not able to do as much as years' past, but thankfully appointment numbers still remain stable.

STUDENT UTILIZATION (COMPARISON OVER PAST 2 YEARS)

We have seen an increase in traffic due to trying a few new methods of outreach along with the old: hosting giveaways and events with the Writing Center. We had 112 appointments in 2024-2025, up, albeit minimally, from the prior year, and around 70 people just attended a fall event we hosted. We had our best yet utilization for a quarter in Fall 2025, indicating an uptick in awareness and demand. Our appointment system can give us data for appointments, so for 2024-25, of the 112 appointments we had, we served 69 different student clients, showing that many made more than one appointment. Return customers are an indicator of good service. 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. Home language is the only demographic information we collect, and in 2024-25 our clients spoke more than 15 different home languages, as well as 27 different majors, and 21 visits from undecided majors. Age is an optional question our appointment form collects and the ages of our clients are from 17 to 59! We will attach this system data report to supplement our response. Once again this is a steady increase from previous years.

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/workshops/presentations, 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, and began utilizing DubNet QR codes for events we host like our "Friendsgiving". The TLC has implemented a post-appointment survey, and all the survey feedback for PSM appointments has been positive and favorable - with ratings of 'very good' to 'excellent' and comments like: "He showed me the Time Chart for my time management, which is really helpful. Also, he shared some advice from someone who also had the same class as me," "I got some helpful tools for time management, excited to try them out and check back in to talk about how they worked out," "Jalina was so sweet and helped me confront my studying struggles by providing me with study content that will support my needs," "She was really friendly and she actually walked me through the process. We were talking about time management so she pulled a weekly planner to guide me."

SERVICE BENEFITS TO STUDENTS

As previously stated, students often learn only the content of their classes while in class, 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 9 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 required to meet with a mentor at least once, and AAPI THRIVE scholars are referred to us because of our relationship with the grant in years prior. 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). 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, to quote one from our survey "I got some helpful tools for time management, excited to try them out and check back in to talk about how they worked out."

Staff Budget Requests

Category	Details	Amount Requested
Student Staff ³	4150 gets us closest to the total 4841 (which is 3% increase on the amount budgeted for the previous year) when you account for 16.2 percent fringe. <small>E001</small>	
	Student Staff Wages:	\$4,150
	Fringe @ 16.2%:	\$672
	PERSONNEL TOTAL:	\$4,822

