Request for 2022-23 Funding
Services and Activities Fee Committee

UNIVERSITY *of* WASHINGTON
TACOMA

Budget Proposal Contact Information

Department Name: :Teaching and Learning Center

Create Date: 03/04/2022

Due Date: 04/08/2022

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Department Head Approval: ✔

Department Head: Bonnie Becker

Requested Amount: **$15,571**

Departmental Information

Student Utilization

These funds will pay the wages of the continuing and new Peer Success Mentors, who help their peers with the skills required for academic success.This program is on its second year through a collaboration between the Teaching and Learning Center and the Office of First Generation Student Inititives. now established and well-known,Since its establishment students have been frequently referred to us by campus partners and professors. The First GenerationFellows Program requires all of their cohort members to meet with a mentor. The Peer Mentors provide workshops on topics like time management and goal-setting, often sought-after topics. Other universities and some high schools already provide this service, 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.

Core Values/Mission Alignment

The impact goals aligning with our program are most definitely **'students' and 'equity.'** A program like this should increase the access and persistenceof 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. A program like this should reduce disparities in achievement by leveling the playing field by giving all studentsaccess to strategies that encourage and equate to academic success. We aim to 'Improve the satisfaction of traditionally underrepresented students,especially racial/ ethnic minority students, with the UW Tacoma experience' through our partnership with First Gen Student Initiatives. With Yanira Pacheco co-developing the program, there is a sizeable and consistent focus on making the program approachable and useful for underrepresented populations and first generation students who composed the 54% of the UW Tacoma student population.

When students come to UW Tacoma underprepared, they enter classes where faculty are prepared to teach about the content of the class; professors do not teach them 'how to be a college student.' We know this leaves many students feeling left behind and overwhelmed. The peers in this program 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 normalizes 'the struggle' and that it is okay to have to work hard; we are here to support that opportunity for growth rather than leave them to sink or swim. We partner with the completion coaches who help students persist toward graduation by giving students the often missing support of academic skills like time management, study strategies, test-taking strategies, goal-setting, etc.

Other alignments with the Strategic Plan: As our mentors complete a unit on campus resources, we'll also help the campus meet the success indicator of increasing student awareness of UW Tacoma resources. We also contribute to the goal o**f 'growth'** since ourservices should increase retention of students toward a timely graduation.

SAF-Funded Program or Services Goals and Outcomes

We would like to increase the usage of our mentors. Since the program implementation we have provided 100+ plus student sessions. These students have been able to make multiple appointments, meeting with their mentor 2-5 times through the quarter. The pandemic and remote learning has made it hard to really be 'seen' as easily as if we were all on campus, but here are the things we've done to try and overcome this:

1. Provided both in-person and virtual student sessions.
2. Provided virtual workshops on Time management, Goals Setting and Reading Research papers.
3. **Use of SAFC funding creatively**: We used our SAFC funding to work with Media Services to create a video to make more transparent what an appointment looked like, in case that was a barrier to entry (https://youtu.be/O9BjEnYPR_g). We realized some students might be unsure of what to expect or why to use the service and the video makes this more clear. We shared that video with the Center for Student Involvement to share at Welcome Days as well as really any other campus partner weinteracted with!
4. **Continued and widened our normal activity:** We worked closely with the Office of First Generation Initiatives to make sure our services were available for their cohort, we collaborated with SAB to have the peer mentors be co-hosts of their Study Lounge event, .
5. **Using campus resources:** We have continued to invite various campur resources such as CAPS, DRS, and student conduct representatives to our weekly team meeting to expand awareness with those campus partners.

6. **Digital/Online Presence:** We created a DawgDen page and events and increased our Instagram activity and engagement by assigning one of the mentors this as an extra responsibility (she increased our followers from about 100 to 191 followers). We created weekly themes that were relevant to each week in the quarter ('Get organized' at the beginning, 'Study Strategies'around mid-terms, for example) to raise awareness for the topics we cover and coordinated those with our Instagram activity for cohesion and reinforcement.

Student Utilization (comparison over past 2 years)

We have provided we have provided 100+ plus student sessions and served about 35+ unduplicated students, a few of whom make multiple appointments, meeting with their mentor 2-5 times throughthe quarter. We did see an increase from Spring to Fall, of about 10%. We have only been a program since last Winter, so we do not have more historical data to compare.

Each quarter the vast majority of our mentees are the entirety of the latest cohort of the First Gen Initiatives Program, so we know the majority of our demographics reflect the first gen program:

Demographics

Gender

- 53% Female
- 47% Male

Ethnicity

- 39% Caucasian
- 20% Asian American
- 15% Hispanic/Latino
- 9% African American
- 9% Two or More Indicated
- 4% International
- 1% Hawaiian/Pacific Islander
- 1% Native American
- 2% Not Indicated

- 93% in-state residents
- 83% of students attend full time
- 54% students whose parents do not have college degrees
- 68% of students receive financial aid
- 44% of students eligible for Pell grants
- 10% of student receive veterans benefits (17% of students are military-affiliated)

Collection of Feedback & Improvements

The appointment software program we use is called WCOnline. It is part of the TLC system for making appointments and tracks utilization rates to get us data on how many students we reach.

- When the numbers in our first quarter were low, we made greater efforts in subsequent quarters to publicize the service.
- We implemented a self-assessment and evaluation process for the mentors thathas improved their confidence and ability to help their peers.
- We plan to create and send a survey to program participants to get their feedback as to how the program helped them.

Service Benefits to Students

- As this program is a collaboration with First Gen Initiatives, all members of each new First Gen Fellows cohort are required to meet with a mentor at least once per quarter. Our services benefit students by providing them personally-tailored tips, tricks, and approaches to theirstudies.
- Our appointment form asks students if they would allow their session with their mentor to be recorded. If they permit it, we are then able to view and listen to the session and see what was shared, suggested, and taken away from the appointment (this also helps the mentor be more personally reflective on what they could improve in future sessions).
- If we were to conduct qualitative research on this collection 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 tried the study strategies we have for them.
- 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 grades in their class. 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.

Staff Budget Requests

Category	Details		Amount Requested
Student Staff[3]	**Peer Success Mentor #1 The mentors are hired and trained for their highly specialized skills, and the job is demanding in a way that the Teaching and Learning Center considers them equal to the skills of tutors and writing consultants.**	E001	
		Student Staff Wages:	**$4,145**
		Fringe @ 20.4%:	**$846**
Student Staff[3]	**Peer Success Mentor #2 The mentors are hired and trained for their highly specialized skills, and the job is demanding in a way that the Teaching and Learning Center considers them equal to the skills of tutors and writing consultants.**	E002	
		Student Staff Wages:	**$4,145**
		Fringe @ 20.4%:	**$846**
Student Staff[3]	**Peer Success Mentor #3 The mentors are hired and trained for their highly specialized skills, and the job is demanding in a way that the Teaching and Learning Center considers them equal to the skills of tutors and writing consultants.**	E003	
		Student Staff Wages:	**$4,145**
		Fringe @ 20.4%:	**$846**
		PERSONNEL TOTAL:	$14,971

Other Budget Requests

Category	Details		Amount Requested
Other Services	Marketing outreach materials	S001	**$600**
		SUPPLIMENTAL TOTAL:	$600

PERSONNEL TOTAL:	$14,971
SUPPLEMENTAL TOTAL:	$600
COMPLETE PROPOSAL TOTAL:	**$15,571**

Supplemental Documents

PEER SUCCESS MENTORS SAFC REQ 2022-2023

Budget request for the Peer Success Mentors program