

BUDGET PROPOSAL CONTACT INFORMATION

Department Name: Teaching and Learning Center

Create Date: 01/06/2025

Due Date: 02/07/2025

Submitter Name: Cara Hale

UW Email Address: carahale@uw.edu

Phone Number: 2536925781

Department Head Approval:

Department Head: Dwayne Chambers

Requested Amount: **\$12,880**

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. 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.

CORE VALUES/MISSION ALIGNMENT

Students, communities, scholarship, equity, vitality

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 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 make sure students have the skills and support to gain 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 close 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 didn't make enough money 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. I've sent our mentors to many campus events where their presence helps promote their services, like the Registration is a Piece of Cake events, the Neurodivergent Study Buddies group, and others. The First Gen Fellows office and I still collaborate and we're hosting a "midterms study sesh" next week. 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. In Fall quarter I offered a PSM-led study strategies workshop to STEM CORE class faculty, and Jose presented to the entire ACCESS in STEM cohort as well as in the classes of Professors Skipper, Blecker, and Gelarden, reaching a lot of students who would not have otherwise heard of us.

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 coffee meet and greets each quarter, doing class study strategies workshop presentations, and offering group study sessions. 296 students is the headcount of contacts across appointments, visits, workshops, and group study sessions for winter, spring, and fall 2024. Last year that number was under 200! We are small but mighty and growing steadily.

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 for appointments at least, so for 2024, of the 110 appointments we had, we served 89 different student clients, an increase from last years' 67 students and 79 appointments. 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. Home language is the only demographic information we collect, and in 2024 our clients spoke more than 11 different home languages, as well as 26 different 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 WCOonline. 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 "PSLs (Pumpkin Spice Lattes) with PSMs". The Office of First Gen sent a survey and their users shared that... 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 11 mentors! When telling people about the program, they often are in disbelief that a program like this did not exist before 2020, as it seems to be greatly needed.

All members of each new First Gen Fellows cohort and AAPI THRIVE scholars are required 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). 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. Here are some comments gathered from the aforementioned Spring 2024 First Gen user survey:

""Yes! I scheduled an appointment because I am having a hard time balancing work and school. Jannat was really chill and she gave me resources and tips on how to manage my time.""

""Very helpful! I met with Ambre to do some goal setting for after graduation, we filled out a backwards mapping template to get me started on how to go about finding a job in my field after graduation!""

""The Peer Success Mentor gave me very helpful tips for studying in the future like to personalize my notes taken in class in a way that I will be able to understand them for studying later.""

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	2 mentors for 8 hours per week over 3 quarters.	E001
		Student Staff Wages: \$8,971
		Fringe @ 23%: \$2,063
	PERSONNEL TOTAL:	\$11,035

Other Budget Requests

Category	Details	Amount Requested
Non-Food Supplies & Materials	TLC PSM branded swag tabling giveaways: 500 post-it note flag books for studying/reading from 4imprint S001	\$345
Food	Workshops and weekly study groups for 3 quarters. S002	\$1,500
SUPPLIMENTAL TOTAL:		\$1,845

PERSONNEL TOTAL:	\$11,035
SUPPLEMENTAL TOTAL:	\$1,845
COMPLETE PROPOSAL TOTAL:	\$12,880

Supplemental Documents



2024 APPOINTMENT DATA PROFILE