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Academic Support Programs

IMPACT REPORT 2022–2023

What's inside

MISSION STATEMENT

Academic Support Programs (ASP) creates transformative educational experiences to help students thrive academically at the University of Washington. Committed to a diverse and inclusive university, we develop varied models of peer-to-peer support to help all students succeed. These models include:

• A multidisciplinary study center (Center for Learning and Undergraduate Enrichment or CLUE)
• Academic Success Coaching
• Intentional collaboration with campus partners

Situated in Undergraduate Academic Affairs (UAA), we serve the University of Washington's larger mission, particularly in advancing and disseminating knowledge. We also embrace UAA's values of collaboration, compassion, curiosity, equity, integrity and transformative learning.

For more information: academicsupport.uw.edu/mission

WE WORK TO CULTIVATE

Transformative Learning

Inclusive and Equitable Learning

Meaningful Opportunities for Growth and Development

CLUE

Center for Learning and Undergraduate Enrichment (CLUE) is the largest late-night multidisciplinary tutoring center on campus. The primary model of student support is through one-on-one tutoring with a peer, in-person and virtually in either a drop-in or appointment-based format.

In addition to tutoring, CLUE supports students in large introductory courses with exam reviews and discussion sessions. Exam reviews are facilitated by CLUE tutors and are lecture-style virtual sessions where students review practice problems and content related to their course in preparation for an upcoming exam. Discussion sessions are virtual or in-person sessions where students in large courses (150+ student enrollment) engage with a discussion session leader to expand on topics presented in their course.

ACADEMIC SUCCESS COACHING

Academic Success Coaching is an interactive process where peer coaches provide personalized one-on-one meetings to empower students to get from where they are now to where they want to be. Coaches help students build skills for academic success and discuss strategies including: time management, goal setting, motivation, finding effective study strategies, navigating campus resources and more.

The primary model of student support is one-on-one scheduled appointments with a peer coach in-person and virtually. Additionally, coaches provide support through study skills workshops, videos, panels, curriculum development, creating resources for students and supporting campus partners.

LETTER FROM DIRECTOR

I like to say that our tutors and coaches bridge the gap between what faculty and instructors hope students are learning and what students are actually learning. This bridge is critical to the University of Washington's mission of advancing and disseminating knowledge.

At a large public research university, our teams are an amazing bridge because, as peer tutors and coaches, they themselves have to learn how to navigate this unique institution. Our teams carry with them deep knowledge about ways of thinking, studying and learning that can help the students they support thrive.

This is important, as the majority of the undergraduates we serve are in their first year, transitioning into higher education. Many first year classes are large and can feel a bit overwhelming.

This report demonstrates a fundamental way we build the bridge as well: offering diverse models of support for a diverse student population. These models include:

• **Individualized tutoring and coaching sessions**
• **Larger exam reviews in biology, chemistry, math, and physics**
• **Discussion sessions from disciplines across and beyond the College of Arts and Sciences**
• **Coaches affiliated with the Allen School and College of Engineering**
• **Dedicated coaches to support transfer, graduate and Educational Opportunity Program students**

Our aim is that all of our learning environments are dynamic, engaging and supportive. We aim to meet students where they are at, both in their learning process and in the modality they prefer (in person or virtual).

What follows is a snapshot of the amazing work of our coaches, tutors, professional staff and wonderful collaborators across campus.

From left to right: Ryan Burt (Director of Academic Support Programs), Alli Botelho (Academic Success Coaching Program Manager), and Eli Davis (CLUE Program Manager)

Who We Are

Inclusive and Equitable Learning

The following section covers a few of the ways in which CLUE strives to nurture a diverse student population. Our models of support are dynamic, student-driven, and hinge on active collaboration with our student employees and the larger campus community.

CAMPUS PARTNERSHIPS

In response to the COVID-19 pandemic, CLUE invested heavily in expanding and streamlining virtual offerings. Our website directly links students to our online check-in system and gives them the ability to wait in a virtual queue and meet with a tutor in a one-on-one setting over Zoom in the comfort of their own home.

In the 2022-2023 academic year, we piloted a dedicated exam review tutor team, removing the facilitation responsibilities from our general drop-in tutor team. We also collaborated more closely with the Biology department to launch a Biology exam review team, as more students take the introductory coursework in that department to fulfill major requirements.

With students still adjusting to the shifting realities of a waning public health crisis, we saw more quarterly variation in attendance trends than compared to pre-pandemic years.

How to Succeed Presentations

- Dawg Daze presentations co-presented with faculty, directors and instructors from different departments (Biology, Chemistry, Math, Physics, Writing) and learning centers across campus (Engineering Academic Center)

First Year Programs Events

- CLUE Trivia Night
- Advising & Orientation presentations by Academic Support Programs Staff

Faculty & Instructors

- Exam reviews & discussion sessions
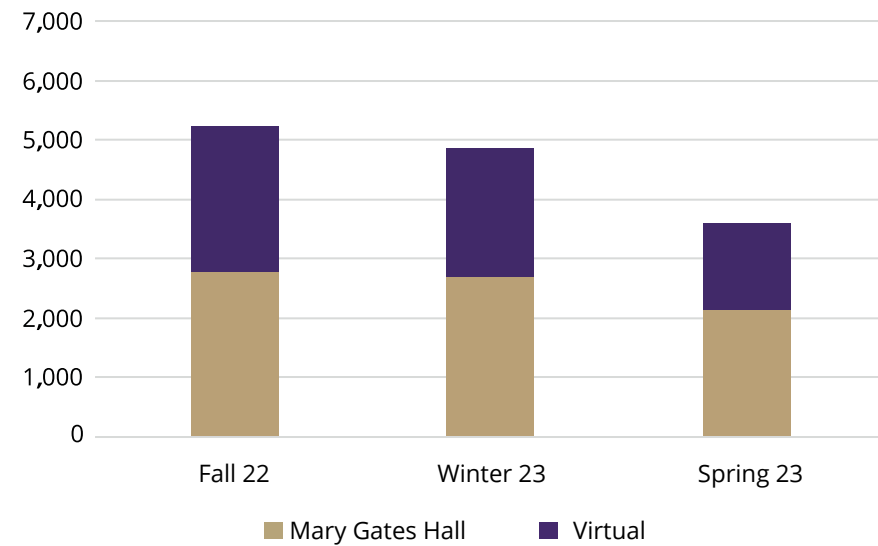
English Writing Program (EWP)

- Portfolio workshops

CLUE DATA

Data for the 2022–2023 academic year includes both in-person services (drop-in tutoring) and virtual support (exam reviews, drop-in tutoring).
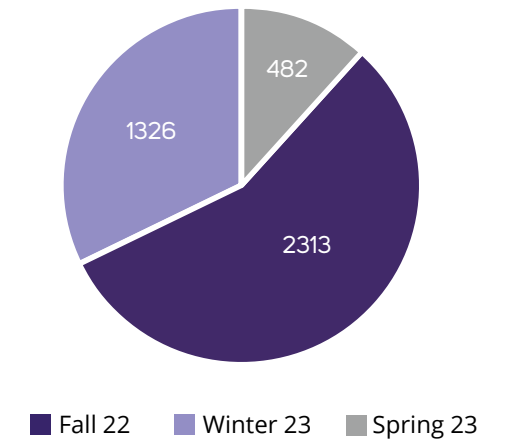
Nightly Tutoring Attendance
(13,950 number of drop-in tutoring sessions requested)

Exam Review Attendance
(4,121 total students in attendance)

Fall 22: 2313, Winter 23: 1326, Spring 23: 482

CLUE TUTORS MET WITH

2,821 unique students

125 different majors

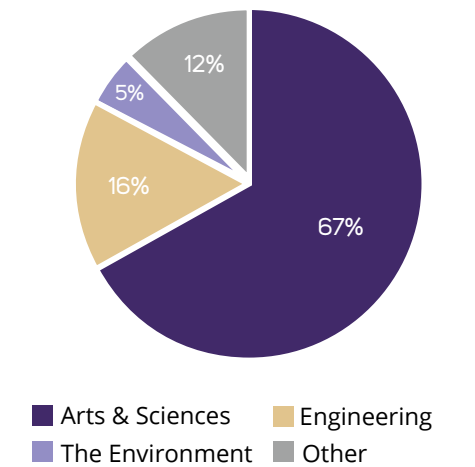**21%** first-generation college students

14% international students

The Top 3 Colleges Represented
(88% of students belong in the following)

Arts & Sciences 67%, Engineering 16%, The Environment 5%, Other 12%

CLUE

Transformative Learning

Building off work from last year's pilot, CLUE strengthened the assessment cycle to track our effectiveness in creating active learning environments and ensuring that students feel empowered to engage in independent learning beyond the classroom. Holistic approach included a mix of student-facing and tutor-facing surveys and observations conducted by Lead tutors, CLUE Student Assistants and professional staff to guide tutoring practice.

EXAM REVIEWS

The 2022-2023 academic year was the first year with a dedicated exam review tutor team. Tutors underwent a specialized orientation session and had the ability to connect with their subject's drop-in tutor team during the training course in fall quarter and during monthly team meetings. Exam review tutors collaborated closely with each other, as nearly all subjects had two tutors supporting exam review sessions. Biology and Math teams supported the same courses each quarter, while Chemistry and Physics teams adjusted their course offerings depending on the highest enrollment for on-sequence introductory courses.

In the 2023-2024 academic year, exam review tutors will continue to receive specialized training, dedicated exam preparation hours and a standardized exam review format for their session to continue improving the experience for students.

"Exam review sessions have been amazing!! My scores went up 10 percent on average."

— Student attending BIO 180 sessions

"Calculus is hard, but the tutor explained the concepts well!"

— Student attending MATH 124 sessions

80%
of students reported feeling "better prepared for the exam"

71%
of students reported feeling "more confident in their strategies for problem solving"

DISCUSSION SESSIONS

Discussion sessions are virtual or in-person sessions where students in large courses (150+ student enrollment) engage with a discussion leader to expand on topics presented in their course. The discussion session leader is nominated by the course instructor and is typically a Teaching Assistant or a student with junior or senior standing who did well in the course. Discussion sessions occur in the evenings, after classes and labs are offered, to create an additional learning space for students in large courses.

In the 2022-2023 academic year, CLUE offered 8-12 discussion sessions each quarter and nearly 1,000 students attended at least one session throughout the year.

DEPARTMENTS WITH DISCUSSION SESSIONS AT CLUE:

American Ethnic Studies

Biochemistry

Design

Economics

Biology

Asian American Studies

Foster (MGMT)

Linguistics

Jackson School (JSIS)

Psychology

Philosophy

With the launch of a new Large Learning Environment Graduate Staff Assistant for ASP, we hope to develop a comprehensive cohort training model for discussion session leaders to support their facilitation skills and build community.

CLUE

Inclusive and Equitable Learning

The following section includes various examples of how Academic Success Coaching strives to nurture an inclusive and equitable learning environment for students. Our models of support include operating in various modalities, personalized approaches to working with students, and collaboration across campus.
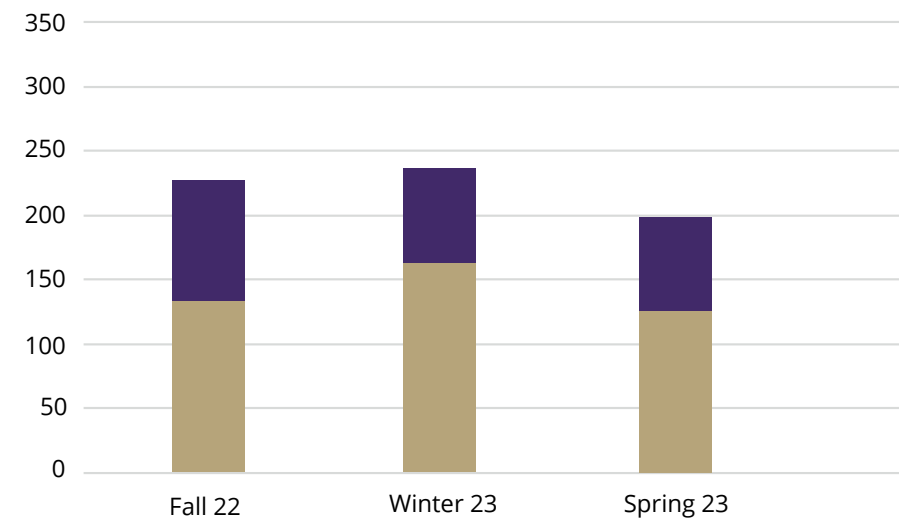
ACADEMIC SUCCESS COACHING DATA

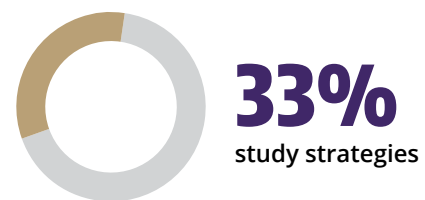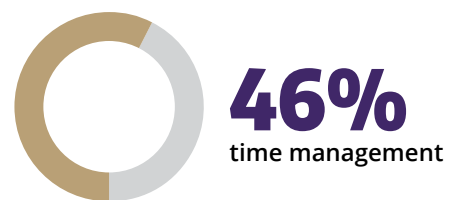Data for the 2022-2023 academic year includes both virtual and in-person services (scheduled appointments).

Coaching Attendance
(664 coaching sessions attended)   ■ Mary Gates Hall   ■ Virtual

The most common reasons for meeting with a coach:

46% time management

33% study strategies

COACHES MET WITH

463 unique students

85 different majors

53% first-generation college students

52% first-year students

10% seniors, fifth year students, or graduate students

9% transfer students

"The meetings really made me feel like I can talk to someone without being judged."
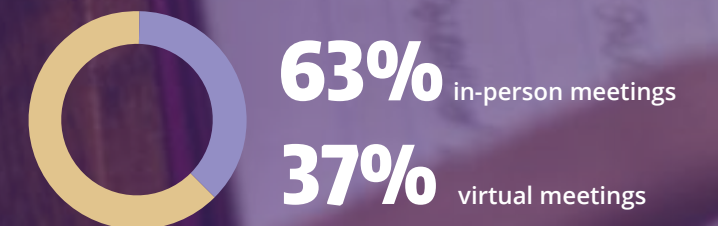— Student, Spring 2023

"My favorite part has been connecting with students who are first-gen and helping them think about how to navigate this new system of higher education."
— Academic Success Coach, 2022-2023

63% in-person meetings
37% virtual meetings

Academic Success Coaching

Transformative Learning

Academic Success Coaching is committed to providing transformative learning environments for students by providing opportunities for interactive peer-to-peer learning empowering students to be curious, feel encouraged and prioritize their well-being. The following section highlights ways coaching promoted a transformative learning environment through a holistic approach and campus partnerships.

HOLISTIC APPROACH

Academic Success Coaches utilize a holistic approach to academics. They often integrate a variety of topics into meetings while incorporating motivational interviewing to adapt to specific student's needs. By using a personalized approach, coaches support students in the process of finding what success might look like for them in encouraging a growth mindset and transformative experiences.

"The meetings with my coach made me feel secure, I would go in with anxiety, and after I would feel confident and secure in how I could fix my problems."

– Student, 2022-2023

"Together, we collaborate so that the student can implement new strategies and access new resources that will lead to a deep change. I know that for a lot of students, coming to a coach can be super vulnerable because they are admitting that they need help at a university that does not take "failure" well. In my office, I try to focus on what the student is doing well and not on their "failures", but on their areas that require improvement."

– Academic Success Coach, 2022-2023

CAMPUS PARTNERSHIPS

Academic Success Coaching focused on continuing to build campus partnerships and provide opportunities for students to connect with coaches in different ways. This included coming into courses, presenting specialized workshops, student panels and more. For the first time, Academic Success Coaching partnered with specific academic departments across campus to have specialized coaching positions. These included working with the Paul G. Allen School of Computer Science & Engineering and the College of Engineering with the Engineering Academic Center.

"The Allen School Academic Success Coach partnership provided valuable support to our work in the Allen School and, most importantly, to our students. When students faced challenges or struggled with their academic progress, we could confidently direct them towards our dedicated success coach, Jocie. Her personal experiences and recommendations as a fellow peer were incredibly relatable and practical to our students. Students found it easier to connect with her, making the guidance she offered feel more relatable and effective compared to traditional advice from academic advisors."

– Sean Whitson, Allen School Academic Adviser

In addition to these new specialized positions, Academic Success Coaching continued to partner with departments across campus to provide support for various student populations. Some of these included visits to various transition courses, robust collaboration with the Educational Opportunity Program (EOP) Scholars Academy through meetings and workshops, curriculum support such as a partnership with the First-year Interest Groups (FIGs) and more.

"Collaborating closely with the Academic Success Coach team for the FIG Program is some of my favorite work! Each year we have intentional conversations about student needs in their academic transition journey and where our student leaders can support. Our work together is innovative and utilize the skills & ideas from our incredible student leaders to support incoming students in FIGs through training, content, or resources. I'm looking forward to our continued partnership because it's always evolving and is centered in student support."

– Meghan Coletta, Senior Program Manager, First Year Curriculum, First Year Programs

Academic Success Coaching

STUDENT EMPLOYEE IMPACT

Part of our mission is to provide "meaningful opportunities for growth and development" for our student staff. ASP employed 90 student employees for standard program operations during the 2022-2023 academic year. With the creation of a new exam review tutor team, this added 8 additional tutors to the CLUE cohort, allowing them to also support some drop-in tutoring as needed. In Coaching, we added two new positions with our affiliation with the Allen School and Engineering department. In 2022-2023, we continued our focus on equitable hiring practices and more robust forms of assessment to support our student staff with their practice.
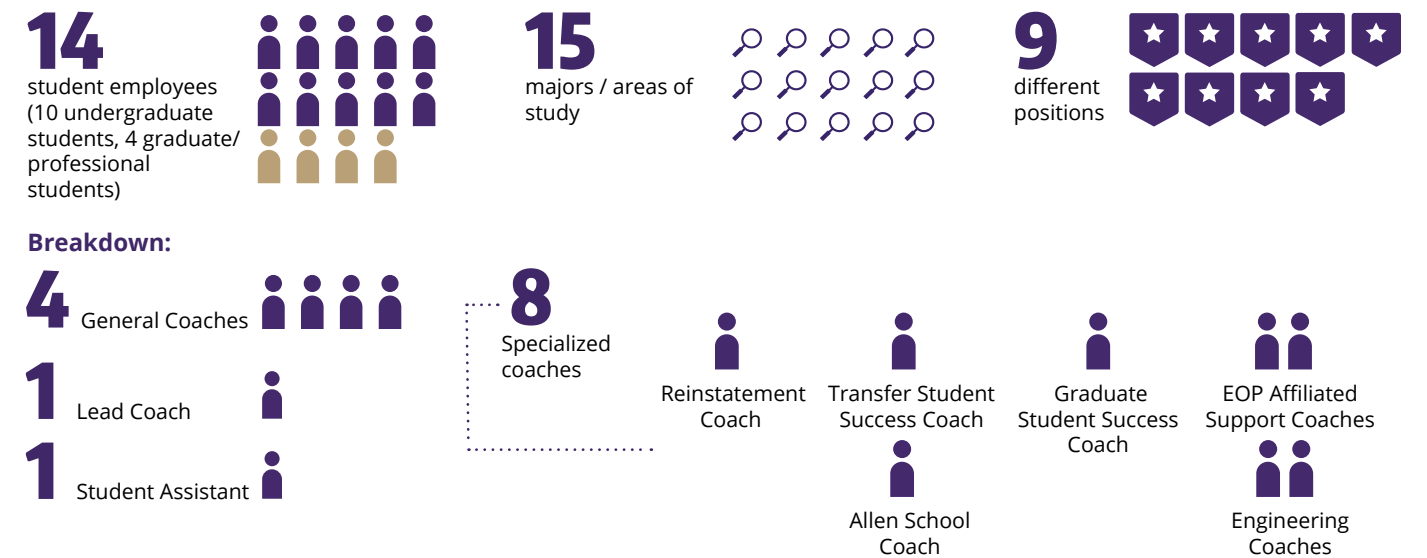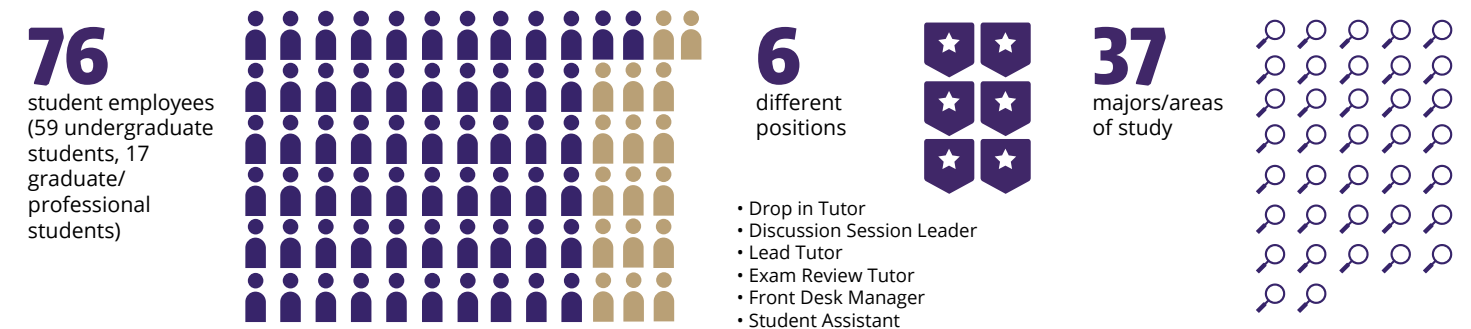
> "It's amazing how much of a bond I've formed with some of the students over the 10 weeks. We see a lot of regulars coming again and again, and it's always cool to check in with them, ask how their class is going, and really just talk about everything, academic and non-academic."
>
> – CLUE Math Drop-in Tutor, 2022-2023

> "I've enjoyed so much of it! I really appreciate the leadership skills I've been able to hone and practice as the team lead. This position has been just the right level of challenging to where I've felt the need to grow as a leader but with no lack of support. My favorite part has been getting to know my team members and cultivating a supportive team environment."
>
> – CLUE Lead Tutor, 2022-2023

COACHING

14 student employees (10 undergraduate students, 4 graduate/professional students)

15 majors / areas of study

9 different positions

Breakdown:

4 General Coaches

1 Lead Coach

1 Student Assistant

8 Specialized coaches

Reinstatement Coach

Transfer Student Success Coach

Graduate Student Success Coach

EOP Affiliated Support Coaches

Allen School Coach

Engineering Coaches

CLUE

76 student employees (59 undergraduate students, 17 graduate/professional students)

6 different positions
• Drop in Tutor
• Discussion Session Leader
• Lead Tutor
• Exam Review Tutor
• Front Desk Manager
• Student Assistant

37 majors/areas of study

Below are key examples of ways that we supported our student staff:

Professional development
• Training modules and weekly in-person support to develop tutoring and coaching philosophy
• Taught the first joint ASP training class for both coaches and tutors
• Student staff make up the majority of our hiring committees each spring
• CLUE hired tutors each quarter to ensure appropriate staffing that met student demand and limited tutor burnout
• CLUE also shifted its hiring committee model, opening up the process to any interested tutor (not just limited to Leads and Student Assistants). Tutors were able to support the application review, interview process or both, allowing them to balance the commitment with existing responsibilities

Surveys of student staff
• Self-evaluations which ask questions about areas of professional development, challenges faced, goals, and support/resources ASP professional staff can provide

Observations
• Individualized observations were conducted by a Lead tutor, Student Assistant or a member of professional staff for each student staff to provide feedback and facilitate discussion about performance

Growth & Development

Looking Ahead

As we look ahead to 2023-2024 we are excited to:

Continue to bring our tutoring and coaching teams together in intentional ways, further refining our ASP student staff training class.

Implement a more involved assessment cycle, ensuring that all student staff receive constant feedback on their practice and feel empowered in their work.

Continue to grow and develop intentional partnerships in Coaching, as we support the EOP Scholars and strengthen collaborations with the College of Engineering and the Allen School of Computer Science.

Nurture quarterly meetings and opportunities for information sharing with a consortium of campus learning centers.

Support broader best educational practices at the University of Washington, drawing on our program's history and expertise to undergird this process.

LARGE LEARNING ENVIRONMENTS GRADUATE

A special focus this upcoming academic year entails refining and bolstering our programming related to large learning environments (courses with 150+ student enrollment) with the creation of a Graduate Staff Assistant position. Through a joint effort by the ASP Director and Program Managers, we developed a proposal for additional funding to present to the NSEOF Student Advisory Council in April 2023. We are thankful to have been selected as awardees through that process and are excited about our ability to better train, assess and grow our discussion session and exam review teams at CLUE and revitalize our academic support workshops for students and campus partners. We hope that this position will leverage our existing resources to continue to create a culture of inclusive and equitable learning throughout the wider University of Washington community.

Looking Ahead

"Looking ahead, I am excited about the potential for further developing and expanding this partnership. I am excited to extend the program to include two success coaches instead of just one. Having additional coaches will allow us to cater to the needs of more students effectively. I am eager to explore new projects and initiatives where the success coaches can contribute their expertise. One early idea that I am considering is having the success coaches serve as guest lecturers for our support classes once per quarter. This would provide students with even more opportunities to benefit from their insights and guidance."

– Sean Whitson, Allen School Academic Adviser

"I would like to continue this ASP partnership next year, and expand beyond individual Engineering ASP appointments to include study skills workshops, which have the potential to reach even more engineering students."

– Sheldon Levias, Associate Director of Engineering Academic Center

Learn more, or just say hello!

Email

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Ryan Burt, Director of Academic Support Programs

Eli Davis, CLUE Program Manager

Alli Botelho, Academic Success Coaching Program Manager

The New Student Enrollment Fee (NSEOF) supports many academic and transition programs designed specifically to set students up for success including Academic Support Programs. All incoming undergraduate students pay the NSEOF.

Report designed by Duong (Anna) Hong