



ACADEMIC SUPPORT PROGRAMS

IMPACT REPORT 2023–2024

ACADEMIC SUPPORT PROGRAMS

UNIVERSITY *of* WASHINGTON

Undergraduate Academic Affairs

academicsupport.uw.edu

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MISSION STATEMENT

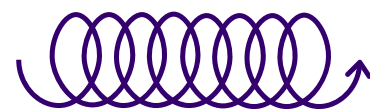
Academic Support Programs (ASP) creates transformative educational experiences to help students thrive academically at the University of Washington. Committed to a diverse and inclusive university, we develop varied models of peer-to-peer support to help all students succeed. These models include:

- A multidisciplinary study center (The 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 & 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 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 with students 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 but not limited to: 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 both in-person and virtually. Additionally, coaches provide support through study skills workshops, panels, curriculum development, creating resources for students and supporting campus partners.

LETTER FROM THE DIRECTOR



This was a critical year in our program's history.

Our peer academic coaches and subject tutors, over 100 amazing student employees, supported thousands of undergraduates acclimating to academic life at the University of Washington.

In addition to the wonderful work of our student employees, this year brought exciting program developments:

- **We celebrate Alli Botelho, who is now an Assistant Director.**
- **We received a remarkable endowment from Leroy and Lorraine Johnson. This new endowment enables us to creatively expand our vision and student support.**
- **We had our first Graduate Student Assistant supporting large learning environments.**
- **We welcomed Jessica Simon as our new CLUE Program Manager.**
- **We moved offices! Come visit us in Mary Gates Hall Suite 274.**

With so much transition, I was really proud of our teams for such a successful year!

Indeed, this report captures the amazing work accomplished by our peer academic coaches and subject area tutors as we aim to help all UW undergraduates realize their academic potential.

Some highlights include:

- **4,195 students served**
- **70% from College of Arts and Sciences**
- **Collaborations with various campus partners (see more information in "Campus Partnerships" section)**
- **Completing observations and user surveys to help our teams improve their practice**

While these numbers are important, we are particularly proud of the caring, dynamic support our tutors and academic coaches offer each unique student we serve.

What follows foregrounds the great work of our student and professional staff as we realize our program's vision. This vision helps anchor the UW's own mission, both in nurturing critical individuals and in creating and disseminating knowledge.

Ryan Burt
Director of Academic Support Programs



From left to right: Ryan Burt (Director of Academic Support Programs), Alli Botelho (Assistant Director of Academic Support Programs), and Jessica Simon (CLUE Program Manager)

LORRAINE AND LEROY JOHNSON ACADEMIC SUPPORT PROGRAMS ENDOWED FUND

This year was an important one as Academic Support Programs looks to the future, imagining how new programming can complement the important work we've accomplished to date. We are proud to share that thanks to a historic gift from Lorraine and Leroy Johnson, our team now has permanent resources to fund creative ideas that provide more varied academic support for thousands of undergraduates across the UW-Seattle campus.

Lorraine and Leroy's gift was inspired by their own educational experiences and the personally meaningful careers they enjoyed upon obtaining a degree. They deeply believe in the value of higher education and appreciate Academic Support Program's mission to help students thrive academically so that they are well-prepared for success at and beyond the University of Washington.

We look forward to leveraging Academic Support Program's first-ever endowed gift to expand our program offerings, including increased support for faculty teaching large, gateway courses and enhanced partnerships with the Graduate School. And, ultimately, shape a richer learning ecology on campus that benefits all students.



CLUE TUTORING

The following section highlights the three primary models of CLUE support: drop-in tutoring, exam reviews, and discussion sessions. These models nurture a diverse student population and are dynamic, student-driven and hinge on active collaboration with our student employees and the larger campus community.



DROP-IN TUTORING

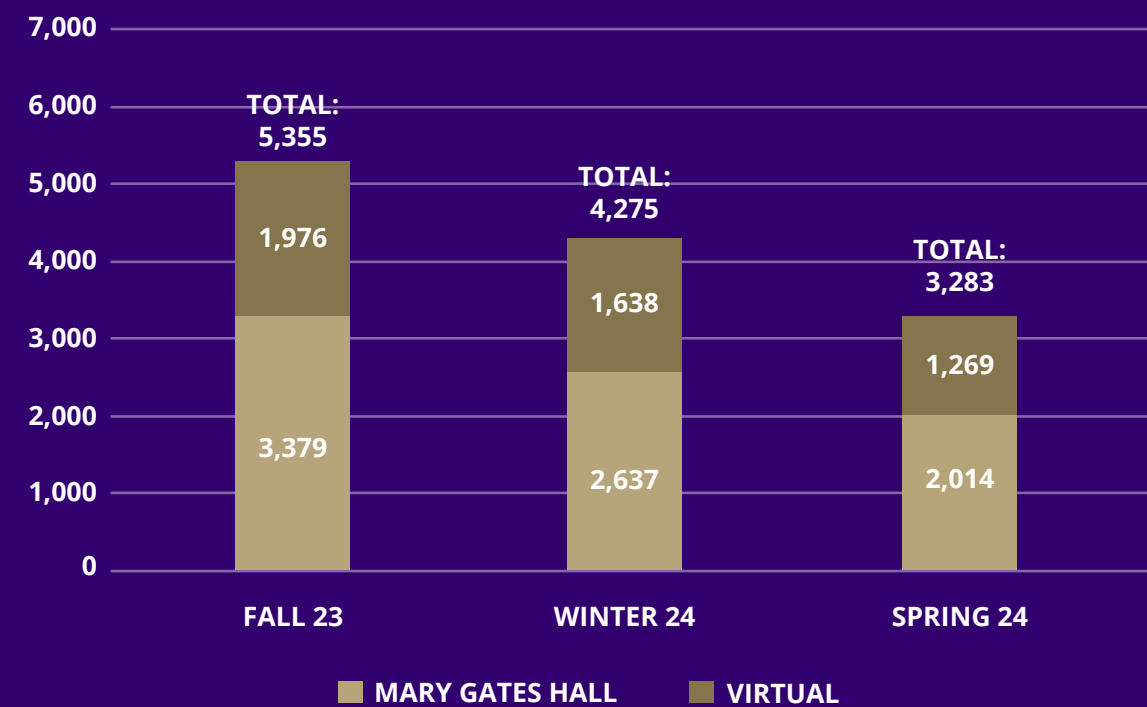
Drop-in tutors provide one-on-one support to students in 6 subject areas: Math, Chemistry, Physics, Writing, Computer Science, and Biology. As part of our dynamic model, we are optimizing the number of tutors in each subject area to match demand. For the 2023-2024 academic year, we significantly increased the size of the Math team based on student demand. In the 2024-2025 academic year, we will continue to adjust our number of tutors and how they are scheduled to optimize our support.

CLUE DROP-IN DATA

Data for the 2023-2024 academic year includes both in-person services and virtual support.

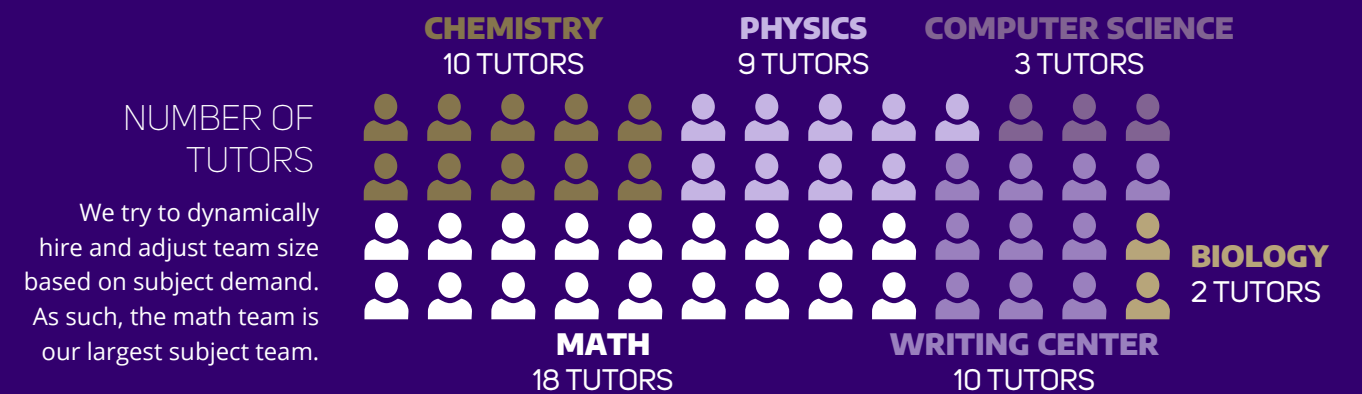
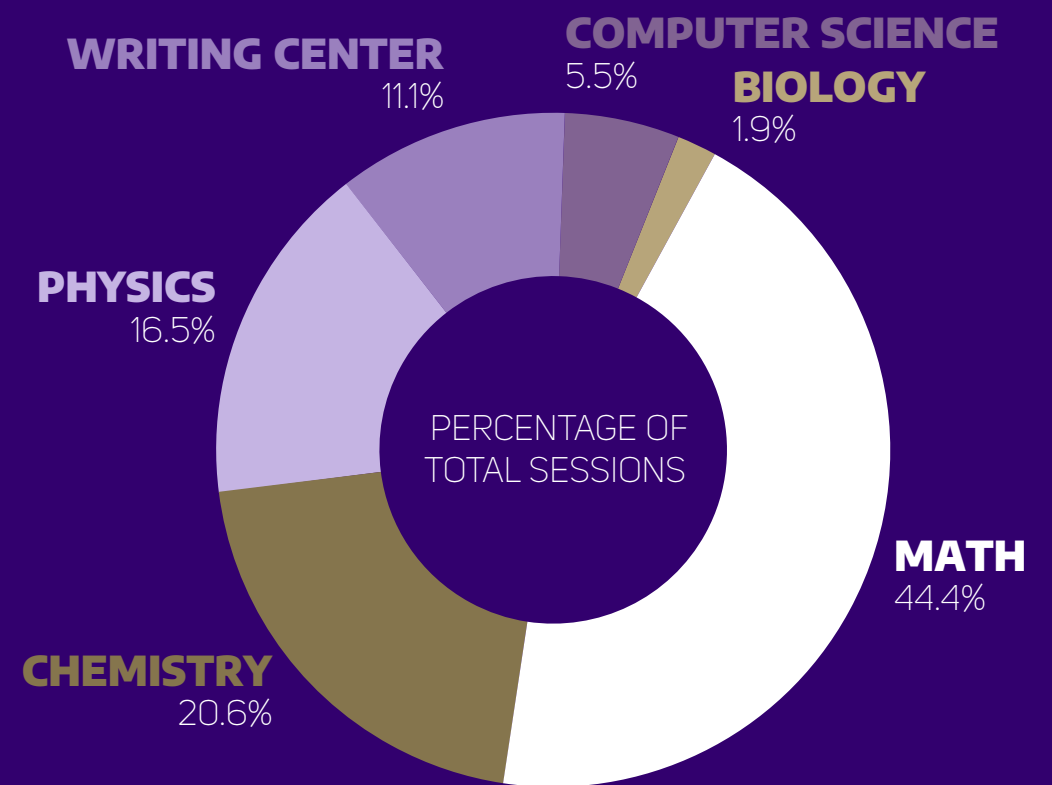
NIGHTLY TUTORING ATTENDANCE

(12,913 drop-in tutoring sessions requested)



DEMAND BY SUBJECT

(12,913 number of drop-in tutoring sessions requested)



EXAM REVIEWS

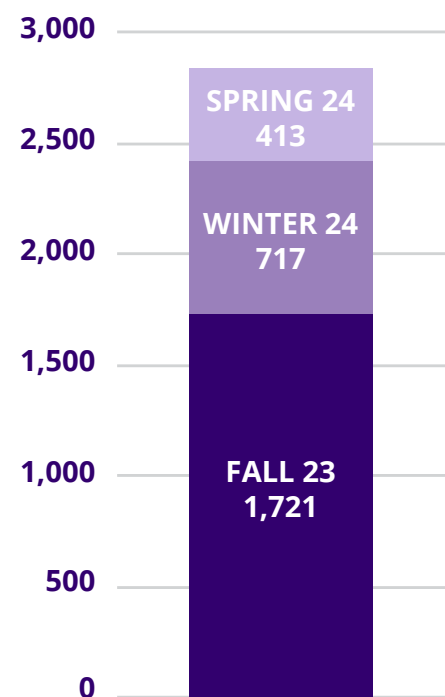
Exam review tutors facilitate specialized review sessions prior to midterms and final exams in the gateway courses in Math, Chemistry, Physics, and Biology. In the 2023-2024 academic year, we continued to provide team-specific support to the exam review tutors. Tutors underwent a specialized orientation session led by the Exam Review Lead Tutor and Graduate Staff Assistant, focusing on communicating material to larger groups of students in a completely virtual environment.

In the 2024-2025 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 DATA

EXAM REVIEW ATTENDANCE

(2,851 total students in attendance)



"The fact that the session is based on questions like the ones we might see on the exam is nice. It's almost like a pretest and helps point out to me the concepts I struggle with and need to focus on."

— STUDENT ATTENDING BIOL 180 SESSION

"It was helpful having someone who actually took the class and explain it clearly and go through actual exam problems."

— STUDENT ATTENDING MATH 125 SESSION

NUMBER OF TUTORS:

MATH
2 TUTORS

CHEMISTRY
2 TUTORS

PHYSICS
2 TUTORS

BIOLOGY
2 TUTORS

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 2023-2024 academic year, CLUE offered 7-10 discussion sessions each quarter and over 550 students attended at least one session throughout the year.

DEPARTMENTS WITH DISCUSSION SESSIONS AT CLUE:

DESIGN
BIOCHEMISTRY
BIOLOGY
AMERICAN ETHNIC STUDIES
FOSTER (MGMT)
JACKSON SCHOOL (JSIS)
ASIAN AMERICAN STUDIES
PSYCHOLOGY
ECONOMICS
LINGUISTICS
ENGLISH
PHILOSOPHY

ACADEMIC SUCCESS COACHING

The following section highlights the Academic Success Coaching program and the primary model of support: one-on-one scheduled appointments. This interactive peer-to-peer model empowers students to be curious, feel encouraged and prioritize their well-being.

"I have noticed improvement in my overall ability to manage my academic, work, and personal life since working with my coach."

— STUDENT, 2023-2024

"My academic coach made me feel safe and feel capable of doing well. Made me feel like I had a sense of understanding what was going on even if I was scatterbrained at times."

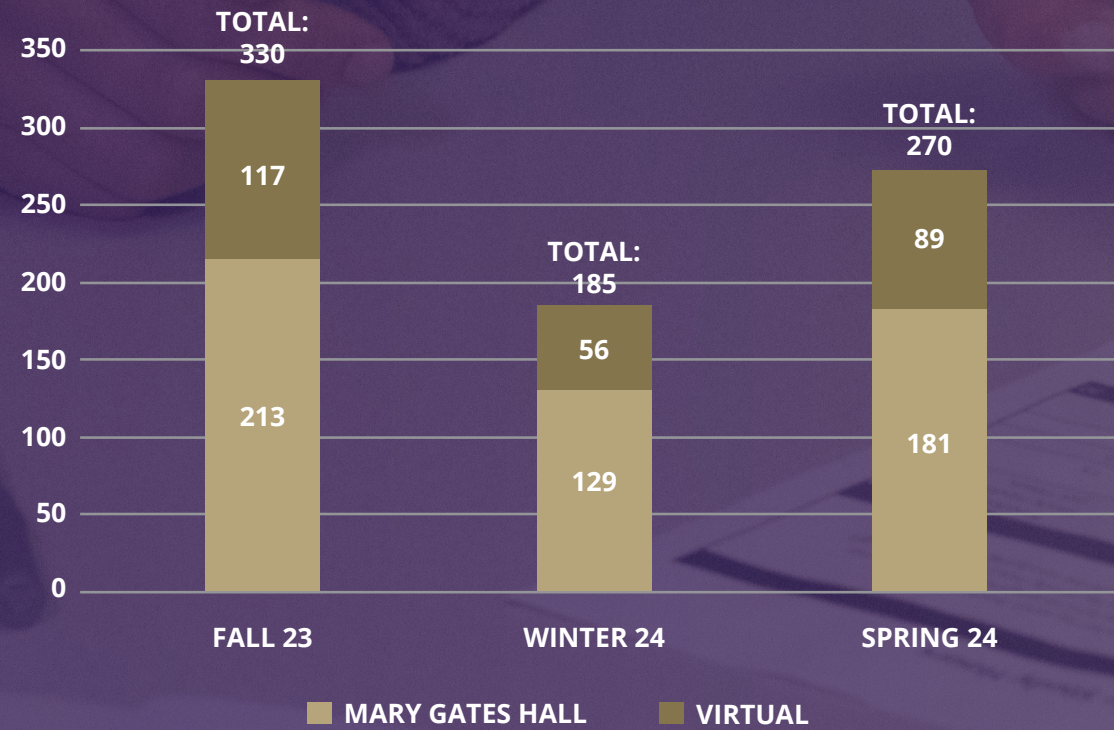
— STUDENT, 2023-2024

ACADEMIC SUCCESS COACHING DATA

Data for the 2023-2024 academic year includes both virtual and in-person services (scheduled appointments).

COACHING ATTENDANCE

(785 coaching sessions)



THE MOST COMMON REASONS FOR MEETING WITH A COACH

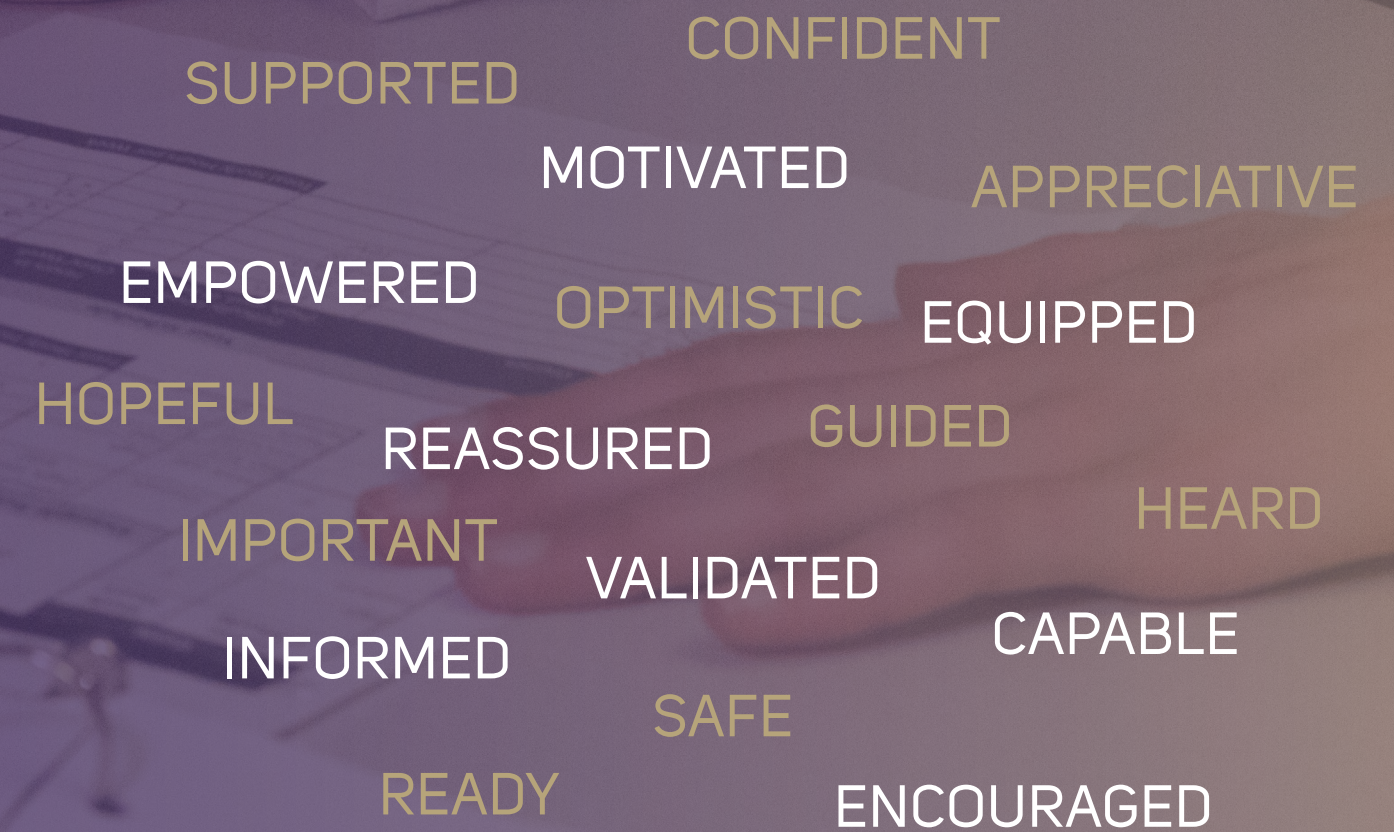


Other common reasons include:

- Goal setting
- Navigating other campus resources

Academic Success Coaches work to create an environment for students to explore learning and transformational experiences in a welcoming and supportive environment. This is shown through utilizing a holistic approach to academics. Coaches 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.

STUDENTS WHO LEFT COACHING SESSIONS FELT:



TRANSFORMATIVE LEARNING

Our programs aim to provide transformative learning experiences for students. Below includes how we define transformative learning and examples of how this shows up in our programs.

Students experience intimate, peer-to-peer learning environments to ground them in their curriculum and university experience.

We provide different modalities of support for students in person and virtually to meet with peer tutors and coaches one-on-one to get personalized support.

"It was really nice talking to a student because you are both going through the college experience."

— STUDENT ATTENDING COACHING SESSION, 2023-2024

"I always find the tutors really helpful, not only because they have taken the courses before and are familiar with the material, but also because many of them have taken adjacent classes which provide more information and understanding."

— STUDENT ATTENDING CHEMISTRY DROP-IN, WINTER 2024

"I want to say how appreciative I am of this service. It has helped me take positive steps and feel more confident in my ability to persevere here at UW."

— STUDENT ATTENDING COACHING, SPRING 2024

Students are better prepared for independent learning, leaving our services empowered in their courses and in their university journey.

89% of students felt better equipped to handle the questions discussed from CLUE drop-in sessions.

90% of students felt better equipped to handle the needs discussed from Coaching sessions.

Students are encouraged and inspired to think curiously, critically and creatively.

Coaches and tutors are trained to ask questions to help students envision next steps and support them in their learning.

"I think [physics tutor] was really effective at encouraging the student to challenge the assumptions they had made about the problem! They gave many opportunities for the student to explain their reasoning behind their answers."

— LEAD TUTOR OBSERVING TUTORING SESSION, WINTER 2024

"I felt that I wasn't alone and felt that I could rely on my coach to help me with managing my time. Every week we met she always checked up on me emotionally outside of school and made sure that I was doing well."

— STUDENT ATTENDING COACHING SESSION, SPRING 2024

Students develop social and emotional well-being and resilience to anchor their academic well-being.

We emphasize a holistic approach when approaching coaching and tutoring sessions such as language to use around checking in with a student as a person. We teach our teams about growth mindset and how to approach that conversation with students.

Students engage in active and dynamic learning environments when working with our coaches and tutors.

Our coaches and tutors are trained on how to create dynamic learning environments for students taking into account how that looks different student to student. When providing feedback through observations, we have witnessed this environment coaches and tutors create.

"I noticed [chemistry tutor] asked the student which direction they would like to take the session: If they wanted to try solving the problem or if they wanted to review some more of the basics."

— LEAD TUTOR OBSERVING TUTORING SESSION, WINTER 2024

"My coach paid attention to me and offered multiple different problem-solving approaches I could try based on the things I told her."

— STUDENT ATTENDING COACHING SESSION, SPRING 2024

INCLUSIVE & EQUITABLE LEARNING

Our programs prioritize inclusive and equitable learning environments for students. Below includes how we define and hope to create these environments in our programs.

We develop varied models of support to nurture a diverse student population.

We continuously reevaluate the different models of support we have available for students to engage in our services such as virtual and in-person modalities, online resources, and intentional campus partnerships.

“The partnership between Academic Success Coaching and the EOP Scholars Academy has been a huge success. Many of our students expressed how much they gain from meeting with an academic success coach.”

— JOEY FULLER, EOP SCHOLARS ACADEMY ACADEMIC ADVISER AND COURSE INSTRUCTOR

We commit to hiring a diverse staff and continually educating and training them to support a diverse student population.

Within our hiring cycles, we take into account the whole team and the varying experiences they bring to allow our teams to support a diverse student population.

See “Growth & Development” Section for more information about our student staff.

Our programs acknowledge and respond to the way inequitable histories have shaped society and higher education.

Within our tutor and coach training course, one of our course learning outcomes is to explain how histories of inequity shape student experiences of higher education and address how this might inform their practice.

Our tutors and coaches recognize the ways the system impacts the student experience and work with the student to think through personalized strategies that would work best for them.

Students feel invited, welcomed and appreciated in our programs.

95% of students welcomed and supported during their tutoring sessions within our student survey.

98% of students felt safe and welcomed during their meetings with a coach within our student survey.

“I definitely felt more comfortable with my piece of writing after joining with [Writing tutor], she gave me insightful feedback on not only how to make my essay stronger but how to include all the essential requirements as a whole. Will definitely be joining again!”

— STUDENT ATTENDING WRITING DROP-IN, WINTER 2024

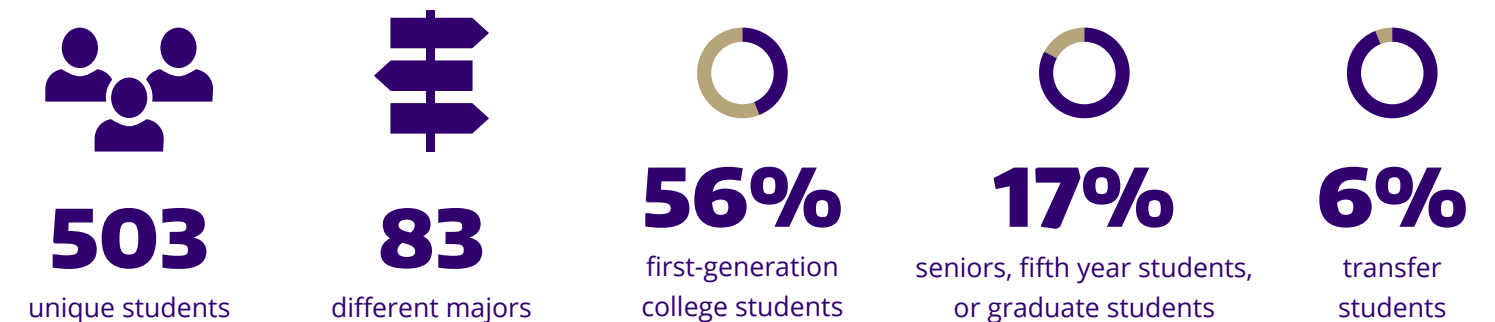
“The coaching meetings made me feel heard and seen.”

— STUDENT ATTENDING COACHING SESSION, SPRING 2024

CLUE TUTORS MET WITH...



ACADEMIC SUCCESS COACHES MET WITH...



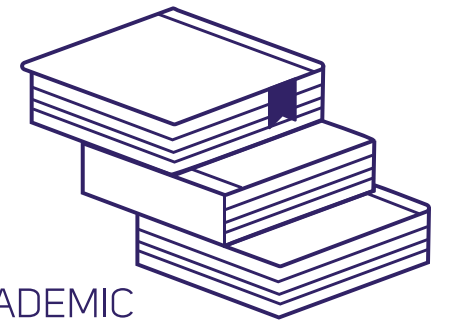


CLUE

CLUE has continued to strengthen its partnerships with faculty and instructors across campus, creating diverse opportunities for collaboration with tutors and students. This included presentations with tutors and professional staff as well as course specific support from exam reviews and discussion sessions.

ACADEMIC SUCCESS COACHING

Academic Success Coaching works intentionally with departments across campus to provide opportunities for students to connect with coaches in a variety of ways. This included coaches coming into courses, presenting specialized workshops, student panels, specialized meetings, and more.



ACADEMIC
SUCCESS COACHING

CLUE PARTNERSHIPS



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



ENGLISH WRITING PROGRAM (EWP)

Portfolio Workshops



FACULTY AND INSTRUCTORS

Exam reviews & discussion sessions

ACADEMIC SUCCESS COACHING PARTNERSHIPS



COLLEGE OF ENGINEERING

Engineering Academic Success Coaches



COLLEGE OF ARTS & SCIENCES REINSTATEMENT COMMITTEE

Reinstatement Coach



EDUCATIONAL OPPORTUNITY PROGRAM (EOP) SCHOLARS ACADEMY

Meetings with coaches, workshops and class visits



OFFICE OF ADMISSIONS

Meetings with coaches



PAUL G. ALLEN SCHOOL OF COMPUTER SCIENCE & ENGINEERING

Allen School Academic Success Coaches



SUMMER HEALTH PROFESSIONS EDUCATION PROGRAMS (SHPEP)

Workshops, curriculum development

"We connect students with the Academic Success Coaching team to provide personalized skill building tools, create plans for success, and to learn about available campus support. Academic Support Programs plays a crucial role in setting students up for success at the UW, and working with them gives us great confidence that New Huskies are in good hands."

— MELISSA AYDELOTT, ASSISTANT DIRECTOR OF ADMISSIONS FOR FRESHMAN AND SPECIAL REVIEW, OFFICE OF ADMISSIONS

GROWTH & DEVELOPMENT

Part of our mission is to provide “meaningful opportunities for growth and development” for our student staff. ASP employed 106 student employees for standard program operations during the 2023-2024 academic year. In CLUE, we added a Graduate Staff Assistant position to help support exam review, discussion sessions, and overall tutor teams. In 2023-2024, we continued our focus on equitable hiring practices and more robust forms of assessment to support our student staff with their practice.

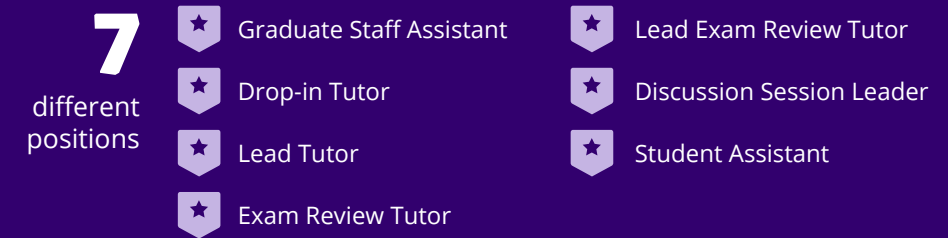
COACHING



“As an Academic Success Coach, my favorite part of this role has been witnessing the journey of students. It’s incredibly fulfilling to support and guide individuals on their academic paths, seeing them overcome challenges, grow personally and academically, and ultimately achieve their goals.”

— ACADEMIC SUCCESS COACH, 2023-2024

CLUE



“I truly enjoyed hearing that my feedback was helpful and that I was able to make students feel more confident in their writing. I also learned a lot about being a tutor and how to improve my tutoring practice. Overall, I came to realize that tutoring is a rewarding job that promotes self-improvement as well.”

— CLUE WRITING DROP-IN TUTOR, 2023-2024

“I have really enjoyed getting to know the new tutors this quarter! The Lead role has given me more opportunities to communicate with the rest of the team, and both our fall training and mid-quarter meeting went very well. Working alongside the Student Assistants at the front desk has also been a blast!”

— CLUE LEAD TUTOR, 2023-2024

KEY EXAMPLES OF WAYS THAT WE SUPPORTED OUR STUDENT STAFF

PROFESSIONAL DEVELOPMENT

- Training modules through Canvas and weekly in-person support to develop tutoring/coaching philosophy
- Student staff make up the majority of our hiring committees each spring quarter
- CLUE hired tutors each quarter to ensure appropriate staffing that met student demand and limited tutor burnout
- Provided more opportunities for lead tutors to support their teams in training and building community. Helping support front desk operations and leadership support

KEY EXAMPLES OF WAYS THAT WE SUPPORTED OUR STUDENT STAFF

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 receive feedback and facilitate discussion about performance

LOOKING AHEAD

AS WE LOOK AHEAD TO 2024-2025, WE ARE EXCITED TO:



Creatively leverage endowment to support best practices for teaching and learning.



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



Intentionally support our value of “study in community” by creating tutor facilitated small study groups.



Collaborate with Graduate Student Affairs to bring back the Graduate Student Academic Success Coach position to support both graduate students and undergraduate students interested in graduate school.



LEARN MORE, OR JUST SAY HELLO!

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RYAN BURT

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Assistant Director of Academic Support Programs



JESSICA SIMON

CLUE 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.