



ACADEMIC SUPPORT PROGRAMS

IMPACT REPORT 2024–2025

ACADEMIC SUPPORT PROGRAMS

UNIVERSITY *of* WASHINGTON

Undergraduate Academic Affairs

academicsupport.uw.edu

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MISSION STATEMENT

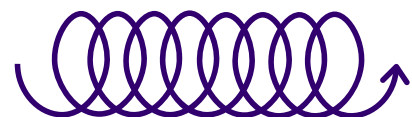
Academic Support Programs (ASP) creates transformative educational experiences to help students thrive academically at the University of Washington. Committed to a diverse and inclusive university, we develop varied models of peer-to-peer support to help all students succeed. These models include:

- 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 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.

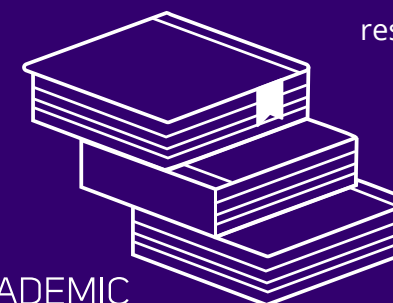
In addition to drop-in tutoring, CLUE tutors host exam reviews and study groups. Exam reviews are lecture-style virtual sessions where students review practice problems and content related to their course in preparation for an upcoming exam. Study groups are weekly small group meetings where students work on problems and activities to build consistent study habits.



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 in-person and virtually. Additionally, coaches provide support through study skills workshops, panels, curriculum development, creating resources for students and supporting campus partners.



ACADEMIC
SUCCESS COACHING

YEAR AT A GLANCE

This report captures the amazing work accomplished by our peer academic coaches and subject area tutors as we aim to help all UW students realize their academic potential. Although there are many parts of our programs we are proud of, here are some highlights from the 2024-2025 academic year. Throughout the report, you will be able to learn more about each of these.



Piloted Biology Study Groups
(Learn more on pages 14-15)



Created intentional opportunities for our student staff to develop their practice working with diverse student populations
(Learn more on pages 16-17)



Continued collaborating with campus partners and worked closer with Graduate Student Affairs
(Learn more on pages 18-19)

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 mission, both in nurturing critical individuals and in creating and disseminating knowledge.

CLUE TUTORS MET WITH...



ACADEMIC SUCCESS COACHES MET WITH...



CLUE FRONT DESK



CLUE TUTORING



ACADEMIC SUCCESS COACHING



CLUE TRIVIA AT DAWG DAZE



HOW TO SUCCEED INFO SESSIONS



TABLING AT EVENTS



CLUE TUTORING

The following section highlights the three primary models of CLUE support: drop-in tutoring, exam reviews, and study groups.

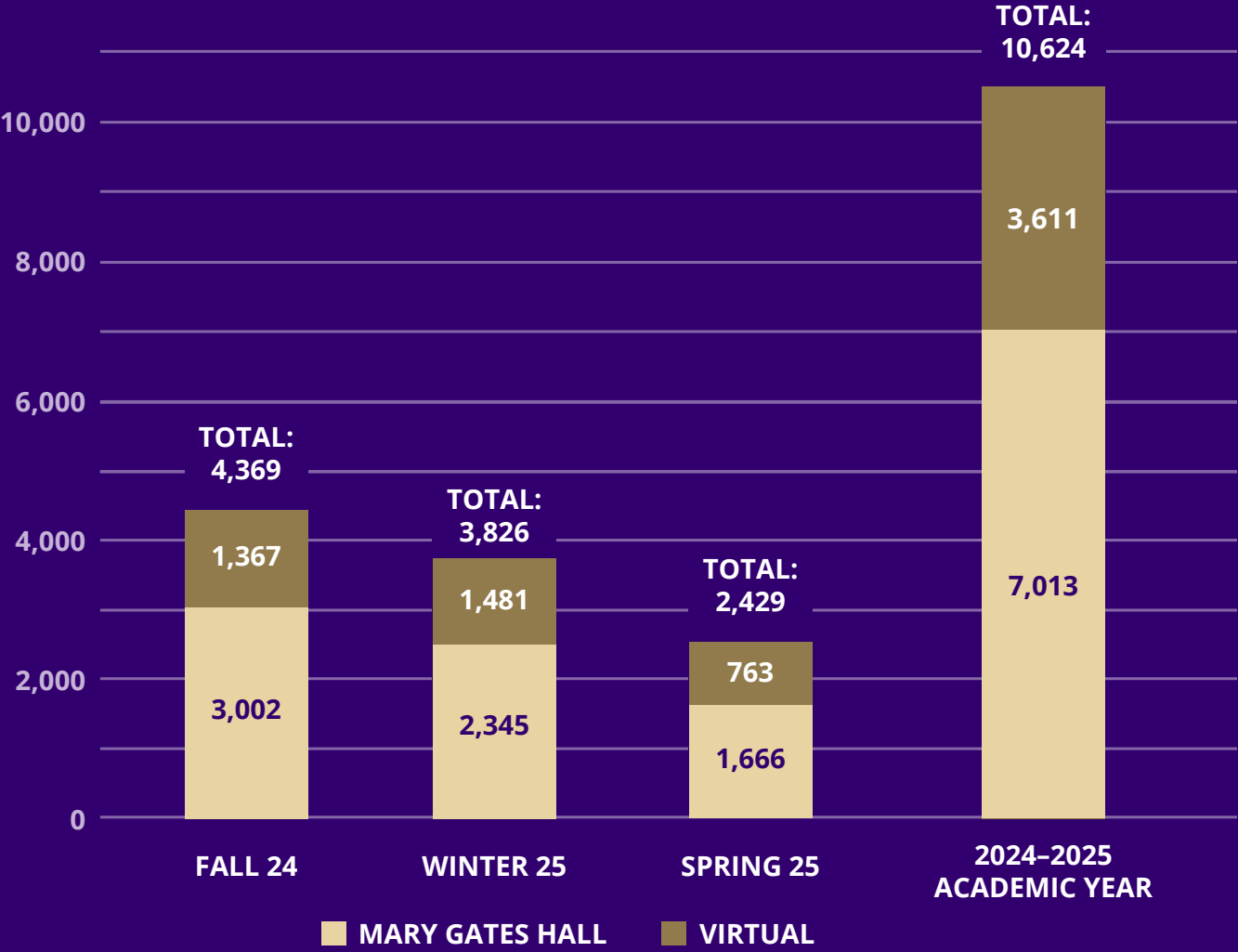


DROP-IN TUTORING

Drop-in tutors provide one-on-one support to students in 6 subject areas: Math, Chemistry, Physics, Writing, Computer Science, and Biology.

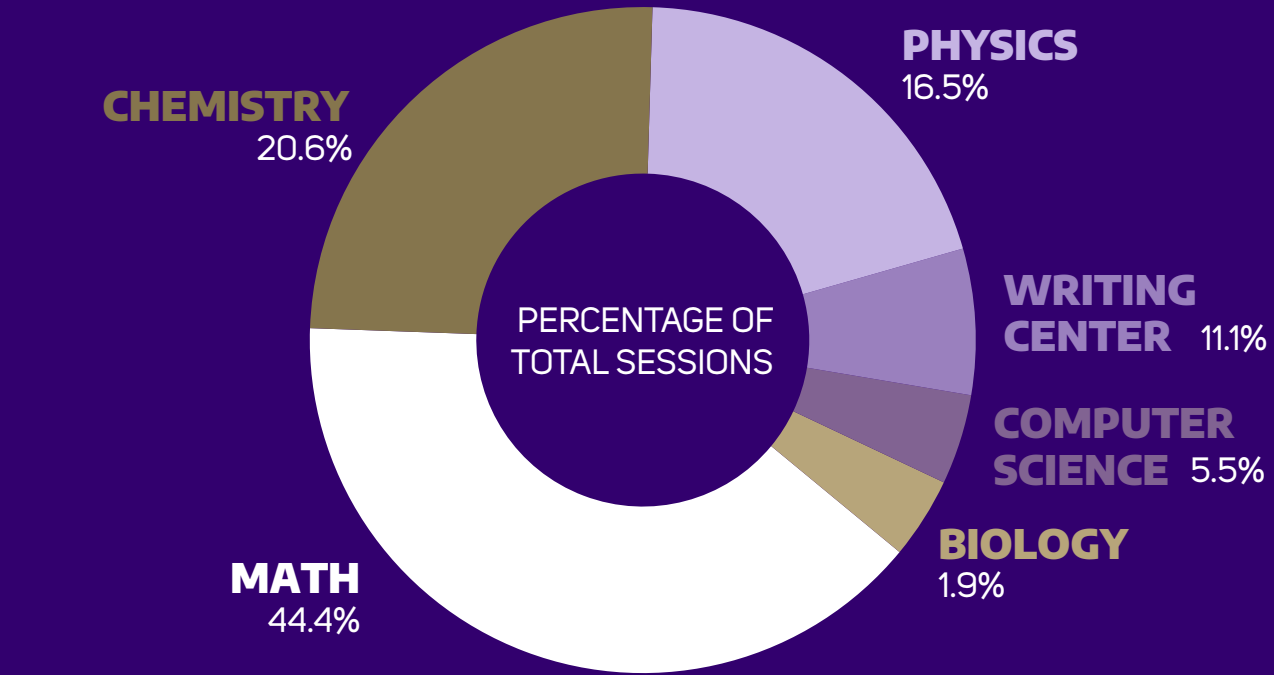
CLUE DROP-IN DATA

NIGHTLY TUTORING ATTENDANCE



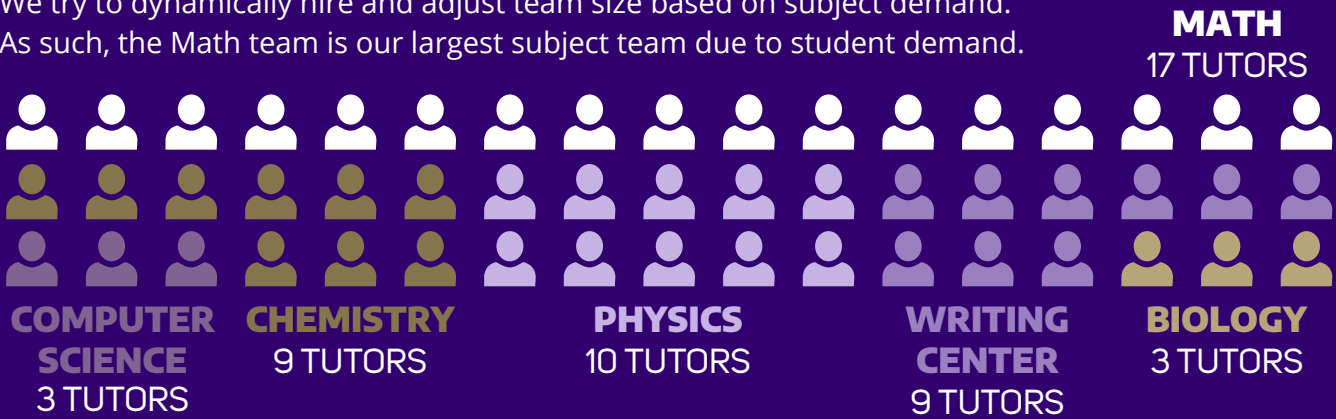
DEMAND BY SUBJECT

(10,624 drop-in tutoring sessions requested)



NUMBER OF TUTORS

We try to dynamically hire and adjust team size based on subject demand. As such, the Math team is our largest subject team due to student demand.



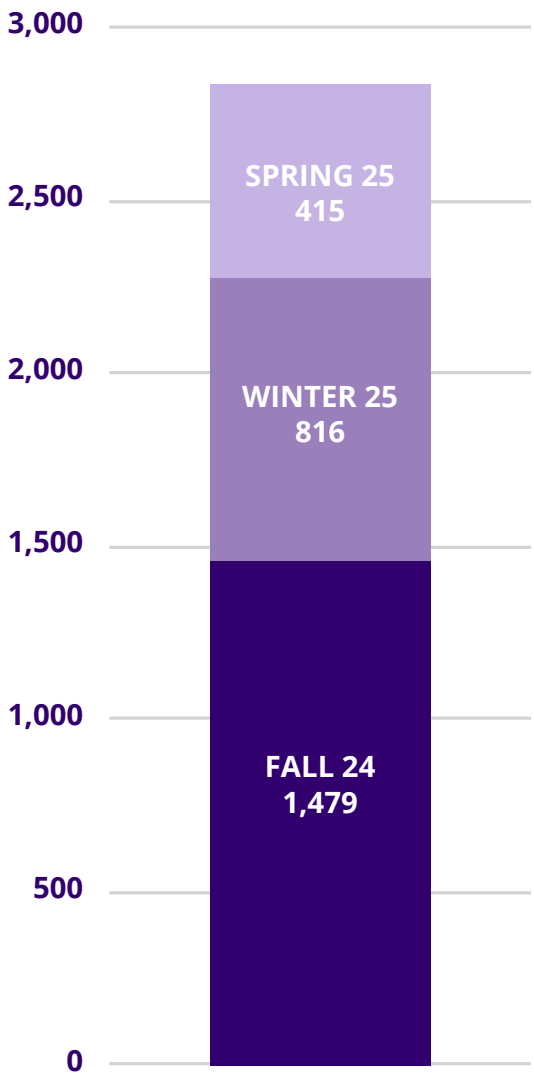
EXAM REVIEWS

Exam review tutors facilitate specialized review sessions prior to midterms and final exams in the gateway courses in Math, Chemistry, Physics, and Biology. Each subject had two dedicated tutors who switched off in the primary facilitator role. Biology and Math teams supported the same courses each quarter, while Chemistry and Physics teams supported on-sequence courses and off-sequence courses with the highest enrollment.

EXAM REVIEW DATA

EXAM REVIEW ATTENDANCE

(2,710 total students in attendance)



“The session had some very helpful practice problems! Explanations were clear and really helped me to solidify my quantitative and qualitative justifications!”

— STUDENT ATTENDING PHYS 122 SESSION

“I loved how it was interactive and we could ask questions at any time.”

— STUDENT ATTENDING CHEM 162 SESSION

BIOLOGY STUDY GROUPS

Biology tutors facilitate weekly small group study sessions to encourage students to learn using a peer to peer model. CLUE tutors prepare problems and activities for students to work on, but sessions are student driven and can pivot depending on what students would like to discuss that week. In the 2024-2025 academic year, CLUE supported the entire introductory biology sequence:



BIOL 180



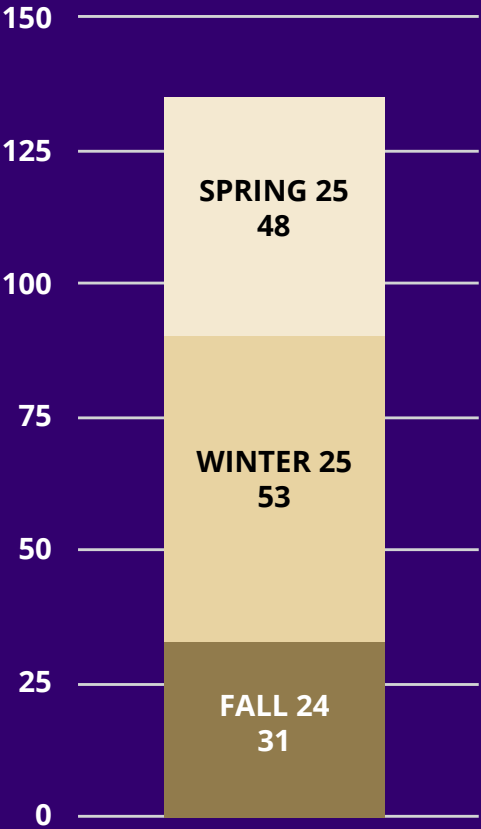
BIOL 200



BIOL 220

STUDY GROUP ENROLLMENT

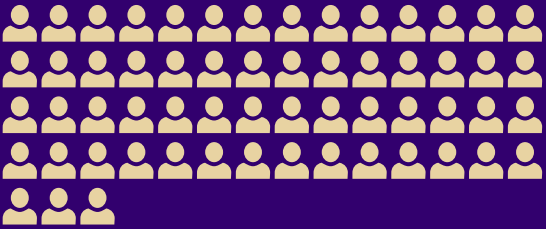
(132 total students in attendance)



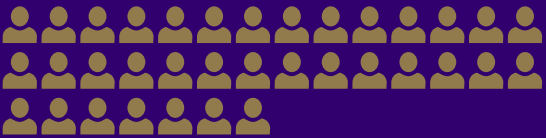
NUMBER OF STUDENTS

(132 total students in attendance)

BIOL 180 58 STUDENTS



BIOL 200 35 STUDENTS



BIOL 220 39 STUDENTS



“Katie Rose does an amazing job answering questions in depth and doesn’t discriminate when students do not understand her explanation the first time around. Instead, she tries to explain things in a different way until students do understand, which I am so grateful for.”

— BIOLOGY STUDENT, 2024–2025

ACADEMIC SUCCESS COACHING

The following section highlights the Academic Success Coaching program and the primary model of support: one-on-one scheduled appointments.

“Meetings always felt productive and I was always getting my questions answered, and she really went above and beyond with getting in touch with UW’s other resources.”

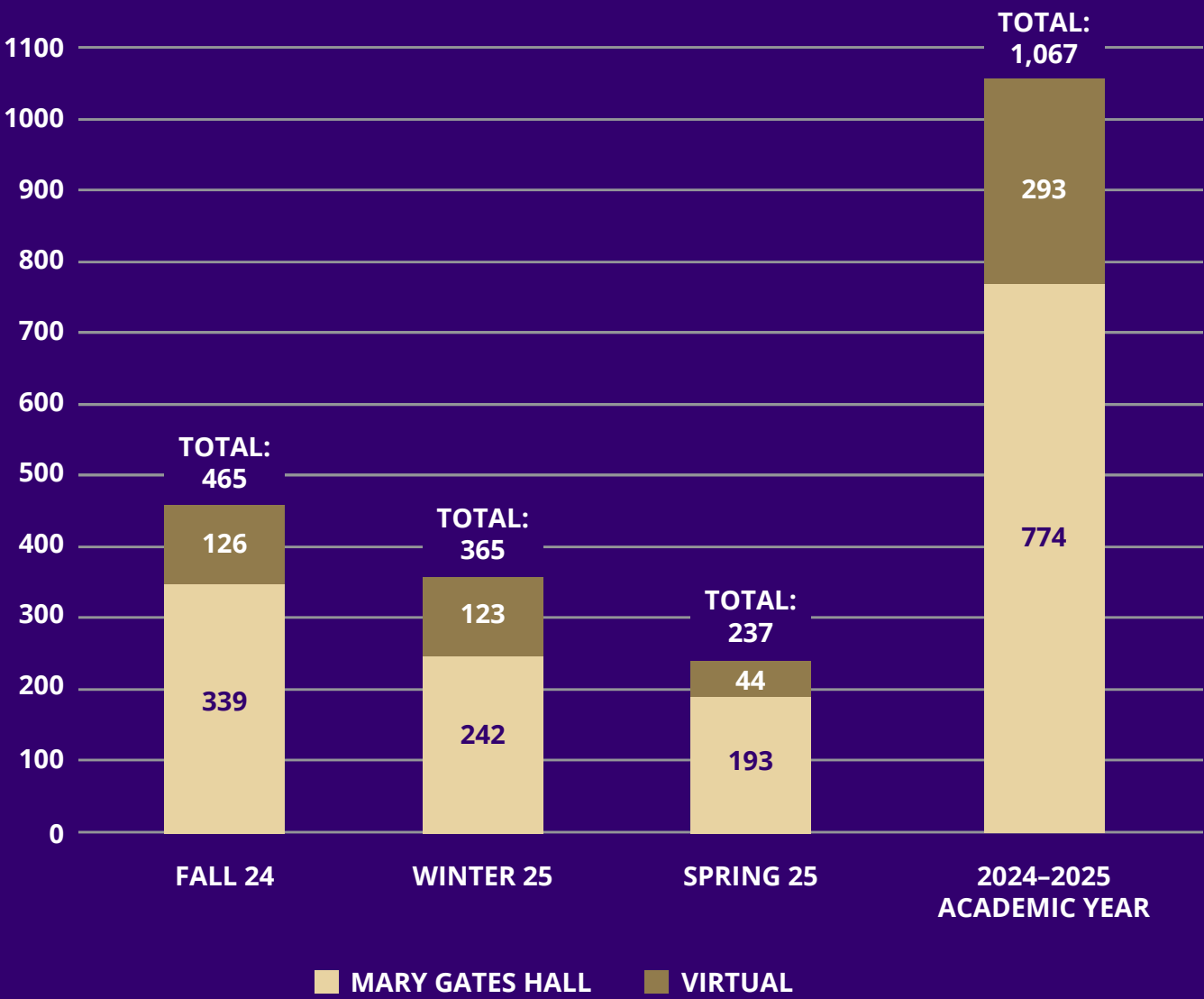
— STUDENT ATTENDING COACHING SESSION

“Meetings with my coach made me feel a lot more confident in handling my studies.”

— STUDENT ATTENDING COACHING SESSION

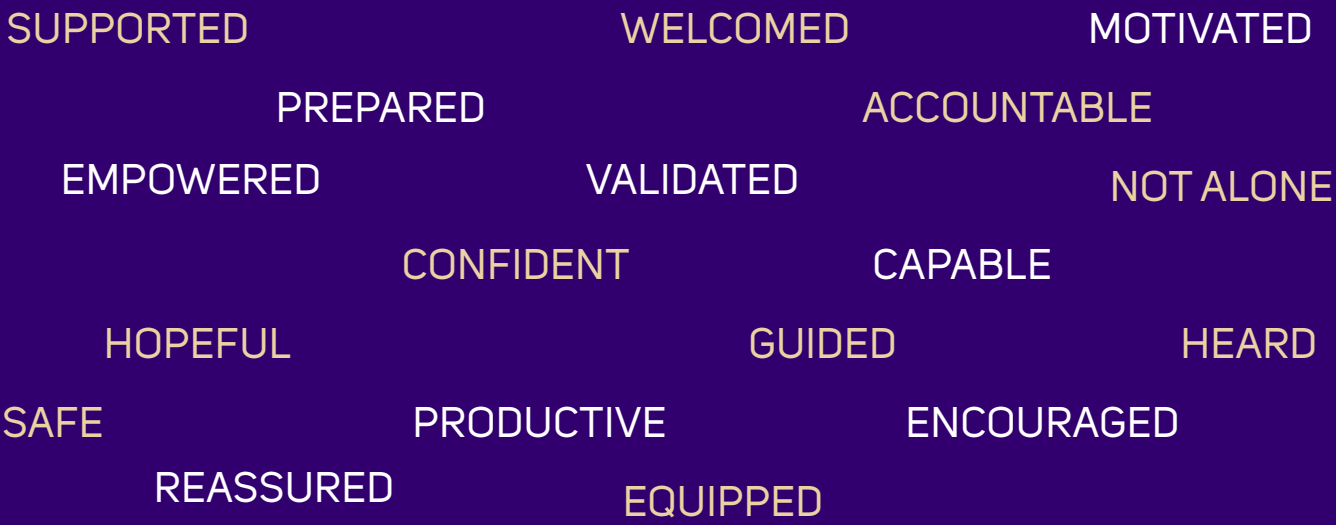
ACADEMIC SUCCESS COACHING DATA

COACHING ATTENDANCE



Academic Success Coaches work to create an environment for students to explore learning and transformational experiences in a welcoming and supportive environment. By using a personalized approach, coaches support students in the process of finding what success might look like for them.

Below includes words that students who met with coaches said they felt after leaving their coaching session.



THE MOST COMMON REASONS FOR MEETING WITH A COACH



Other common reasons include goal setting and navigating other campus resources.

TRANSFORMATIVE LEARNING

The following section highlights ASP's value of transformative learning. One way we define transformative learning is by nurturing active and dynamic learning environments where students are encouraged and inspired to think curiously, critically, and creatively. **In 2024-2025, we piloted study groups creating these intentional experiences for students.**

TRANSFORMATIVE LEARNING HIGHLIGHT: STUDY GROUPS

Intentional group work is a best practice for deep student learning. This philosophy anchors our work in Academic Support Programs: we create space for peer-to-peer learning, primarily through sessions with academic coaches and subject area tutors.

At the same time, we aspire to develop new models of support, models that respond to research, shifting university classrooms, and to students themselves.

The pandemic's impact on student learning, both in terms of isolation and asynchronous modes of studying, raises questions for us about how we might re-scaffold communal learning.

One response was to develop study groups for important gateway courses, which we successfully piloted in Biology this year. As a pilot program, the Program Manager and Lead Biology Tutor worked closely together to monitor attendance and responsively adjust study group sizes, scheduling, and room layouts. These changes allowed for more consistent participation across weeks.

In these groups, our subject specialists work with a cohort of students over the entire quarter. In addition to having guaranteed hourly sessions with a tutor once a week, students benefit from working, questioning, and teaching one another.

We will expand this model into Physics in 2025-2026 and hope to expand this model into Math (CLUE's most in demand subject) in the 2026-2027 academic year.

"In my study groups, I have witnessed the birth of community. Through peer connection, students have demonstrated instrumental growth academically and socially."

— CLUE STUDY GROUP LEADER, 2024–2025

BIOLOGY GATEWAY COURSES



BIOL 180



BIOL 200



BIOL 220

These core biology courses are important prerequisites and introductory courses to help students apply and get into some of the most popular majors at the UW.

- BIOLOGY
- BIOENGINEERING
- BIOCHEMISTRY
- ENVIRONMENTAL ENGINEERING
- NEUROSCIENCE
- AQUATIC AND FISHERY SCIENCES
- PUBLIC HEALTH
- MARINE BIOLOGY
- PSYCHOLOGY
- AND MANY MORE!

INCLUSIVE AND EQUITABLE LEARNING

The following section highlights ASP’s value of inclusive and equitable learning. One way we define inclusive and equitable learning is by developing varied models of support to nurture a diverse student population. **In 2024-2025, we created opportunities to continually train staff to support a diverse student population.**

INCLUSIVE AND EQUITABLE LEARNING HIGHLIGHT: PEER DRIVEN TRAINING

In addition to our yearly training cycle, we piloted an opportunity for our Academic Success Coaches to facilitate training for their fellow coaches around topic areas related to inclusive and equitable learning. This provided an opportunity for coaches to choose topics they are passionate about, take their knowledge of being a coach to better support our programs, and practice professional development skills in public speaking and teaching. We continue to train our coaches to adapt their practice accordingly and work to create an inclusive and equitable environment for all students to feel, heard, valued, and appreciated.

TOPICS INCLUDED:



Supporting students in navigating academic accommodations



Working with students with disabilities



Coaching across cultures: Navigating differences with empathy, respect, and cultural humility



“My coach really helped me out this quarter, and made me feel so safe about my situation. I am so grateful for her and her guidance, and I will definitely keep meeting with her.”

— STUDENT WHO ATTENDED COACHING SESSION

“Facilitating this session helped me better understand how cultural differences shape student communication and engagement. It challenged my assumptions and reminded me that care and learning don’t always look the same for everyone.

— ACADEMIC SUCCESS COACH, 2024–2025

CAMPUS PARTNERSHIPS

Within ASP, we value creating and strengthening campus partnerships with faculty, staff, and departments to better support students across campus.

THESE PARTNERSHIPS INCLUDE:



FIRST YEAR PROGRAMS EVENTS

- How to Succeed Presentations with faculty, instructors, and learning centers across campus
- CLUE Trivia Night
- Advising & Orientation presentations by Academic Support Programs Staff



FACULTY, INSTRUCTORS, AND DEPARTMENTAL ADVISERS

- Faculty, Instructors, and Departmental Advisers
- Exam Reviews
- Biology Study Groups
- Informatics Application Workshops



SPECIALIZED COACHING POSITIONS

- College of Engineering
- Paul G. Allen School of Computer Science & Engineering
- College of Arts & Sciences Reinstatement Committee
- Graduate Student Affairs



REQUIRED MEETINGS WITH ACADEMIC SUCCESS COACHES

- Educational Opportunity Program (EOP) Scholars Academy
- Office of Admissions



SUMMER HEALTH PROFESSIONS EDUCATION PROGRAMS (SHPEP)

- Workshops, curriculum development



WORKSHOPS AND INDIVIDUALIZED SUPPORT PER REQUEST BY CAMPUS PARTNERS

CAMPUS PARTNERSHIP HIGHLIGHT

In 2024-2025, we created a wonderful collaboration with Graduate Student Affairs (GSA). Inspired by the UW's Diversity Blueprint, we worked to better support undergraduates aspiring to graduate school and graduate students themselves. In the realm of academic coaching, this included helping undergraduates with self-reflection, goal setting, and resource navigation. For graduate students, we aimed to compliment resources in the Graduate School. In this instance, we gave students an opportunity to connect with a peer academic coach outside of their department and develop personalized strategies to navigate their courses, research, and life more broadly.

Our partnership included:



Regular meetings connecting ASP and GSA professional staff with Graduate Student Success Coach



Collaborative hiring and training



Consultations for student meetings and resource referral



Collaborating on course support, such as presenting in "Grad School 200 — Preparing for Graduate Education"

"Ashley was amazing! I loved hearing about her story, and she was so personable. She really made me feel like what I want to do with my academic career is achievable as long as I stick with it and work hard enough."

— UNDERGRADUATE STUDENT MEETING WITH GRADUATE STUDENT SUCCESS COACH

"It's a joy to collaborate with Academic Support Programs in support of Ashley's vital role as Graduate Student Success Coach! I regularly meet with Ashley and ASP Assistant Director Alli Botelho to not only learn from their insights and expertise but also to offer professional development guidance and consultation. This partnership is synergistic with the mission of my office in The Graduate School: to promote and support graduate student success and wellbeing."

— JAYE SABLAN, ASSISTANT DIRECTOR, GRADUATE STUDENT AFFAIRS IN THE GRADUATE SCHOOL

GROWTH AND DEVELOPMENT

ASP is one of the largest employers of academic student employees on campus. In 2024-2025, we employed 80 students, fulfilling our mission to provide “meaningful opportunities for growth and development.”

CLUE

66 student employees
(54 undergraduate students, 12 graduate/professional students)



34 majors/areas of study



6 different positions

- | | | |
|---------------|------------------------|--------------------------|
| Lead Tutor | Exam Review Tutor | Student Assistant |
| Drop-in Tutor | Lead Exam Review Tutor | Graduate Staff Assistant |

“I’ve really enjoyed being a source of support for new tutors! Remembering my anxiety during my first few weeks working at CLUE and then seeing the familiarity and ease with which I’m able to help students now makes me feel very satisfied about my personal growth!”

— CLUE DROP-IN TUTOR, 2024-2025

“I think that my communication skills have improved significantly, acting as a liaison between the pro-staff and my team. I also have developed my organizational and leadership skills, which will be instrumental for my future career.”

— CLUE LEAD TUTOR, 2024-2025

KEY EXAMPLES OF WAYS THAT WE SUPPORTED OUR STUDENT STAFF

TRAINING

- Summer asynchronous modules and Pre-Fall Orientation for all staff
- New tutors and academic coaches take a class to enrich their practice

HIRING

- Student staff make up the majority of our hiring committees
- Student staff reflect on transferable skills for future employment

ASSESSMENT

- Student staff self-assess and receive feedback on their professionalism
- Each student staff member receives individualized observations

PROFESSIONAL DEVELOPMENT

- Returning tutors and coaches can assume leadership roles
- Leads take central roles in training, program operations, observations, and hiring new staff

COACHING

14 student employees
(12 undergraduate students, 2 graduate students)

14 majors/areas of study

9 different positions (including **6 specialized positions**)

- | | | |
|-------------------|------------------------|------------------------|
| General Coach | Reinstatement Coach | Allen School Coach |
| Lead Coach | Transfer Student Coach | Engineering Coach |
| Student Assistant | EOP Affiliated Coaches | Graduate Student Coach |

“I have been able to experience firsthand what it’s like working in a professional setting and interacting with other students and representing ASP. I know that these skills will be extremely valuable to me when I get a job after college.”

— STUDENT ASSISTANT, 2024-2025

“I’ve further developed my leadership skills and knowing how to support a team. I’ve also improved my public speaking skills and I feel much more confident about that now.”

— LEAD COACH, 2024-2025

LOOKING AHEAD

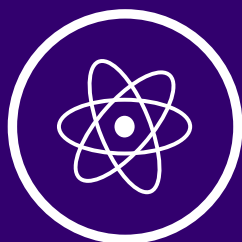
AS WE LOOK AHEAD TO 2025–2026, WE ARE EXCITED TO:



Strengthen our relationships with faculty by piloting the first ASP Teaching Fellowship, focusing on the Math 12x Series.



Debut a new course, in collaboration with the UW Resilience Lab, to help undergraduates with attention, focus, creativity, and well-being.



Expand our study group offerings into Physics courses.



Participate in the Big 10 Learning Assistance Alliance to learn with peer institutions with kindred work.



LEARN MORE, OR JUST SAY HELLO!

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CLUE Program
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SOCIALS



uw_asp



UWAcademicSupportPrograms

WEBSITE

academicsupport.uw.edu

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.