



Academic Support Programs

IMPACT REPORT 2021–2022

ACADEMIC SUPPORT PROGRAMS

UNIVERSITY *of* WASHINGTON

Undergraduate Academic Affairs

academicsupport.uw.edu

What a year!

From help with a homework assignment to empowering independent learners, we are here to support all students.

In 2020, COVID-19 changed how we operate. Take a look inside to see how this challenge served as an occasion to remodel our program for the long-run.



What's inside

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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

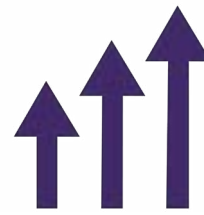
WE WORK TO CULTIVATE



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 interdisciplinary 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

The last two and a half years have been some of the most challenging, inspiring and creative in the history of Academic Support Programs. The emergence of COVID-19 in 2020 forced the issue. We reimagined all of our work, both tutoring and academic coaching: we moved all services online, refined and streamlined access to our virtual services, and developed new modes of student support.

During the pandemic our amazing peer tutors and coaches didn't just support thousands of students at the UW, they supported each of them with thoughtful, individualized care. I'll pause to emphasize: we honor each of our student employees. They persevered as students in an exceptionally challenging political and public health landscape. Powerfully, they provided community, even virtually, for students, many of whom felt isolated and disconnected.

In 2021–2022, with students back on campus, we focused on two critical areas to realize a guiding philosophy. That is, offering “complex models of support for a diverse student population.” First, we developed robust modes of program assessment. Second, we reimagined and refined our programming. Two examples demonstrate the latter point.

At CLUE, we deeply reimagined our exam reviews, larger learning environments that support students in physics, math, chemistry and now biology. In Academic Success Coaching, we launched a dynamic collaboration with the Educational Opportunity Program (EOP) Scholars Academy. Our coaches supported a remarkable cohort of students through their first academic year. Regarding assessment, perhaps our most critical work was clarifying our program's purpose and the learning students engage in with us. You can see the results of this clarified in our mission statement and articulation of the learning we hope to “cultivate” on the previous page.

In fact, we've used our program values, transformative learning; inclusive, equitable learning; and meaningful opportunities for growth and development, as the frameworks that organize this impact report. As you look through this report, you'll see some answers to key questions driving our assessment. How do we know students feel cared for? Are coaching and tutoring sessions dynamic, productive learning environments for all UW students? Who uses our services?

You'll also see evidence of one critical lesson we've learned during the pandemic: offering both in-person and virtual learning options increases access and supports more diverse approaches to learning. Looking ahead, we are excited to evolve with and shape the learning ecology at the University of Washington as it emerges from, and reflects on, such a challenging historic moment.

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

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

CLUE has collaborated with a variety of campus partners to increase the accessibility of tutoring services which has typically involved setting up “satellite locations” for students to access tutors throughout the day or in locations that are more accessible to students. Previous partnerships have included the Commuter & Transfer Commons (2012–2020), Othello Commons (2019) and the McCarty & Poplar residence halls on campus (2010–2015).

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. This 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. We are excited to reimagine what meaningful partnerships with other campus communities look like as students embrace the convenience and fluidity of virtual tutoring services.



RECENT PARTNERSHIPS

How to Succeed Presentations

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

First Year Programs Events

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

Faculty & Instructors

- Exam reviews & discussion sessions

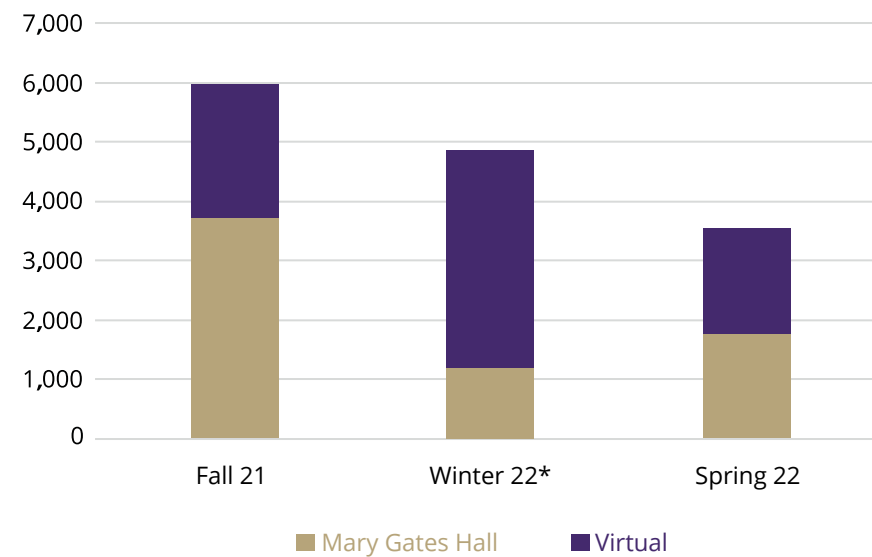
English Writing Program (EWP)

- Portfolio workshops

CLUE DATA

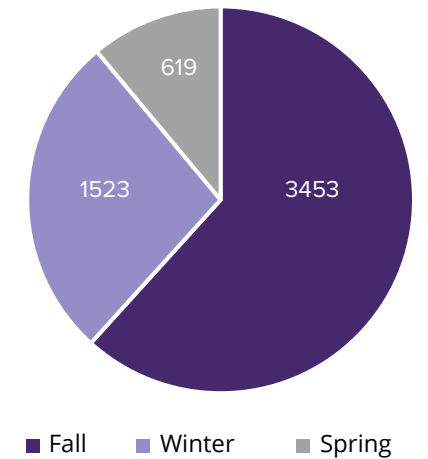
Data for the 2021–2022 academic year includes both in-person services (drop-in tutoring) and virtual support (exam reviews, drop-in tutoring).

Nightly Tutoring Attendance
(14,331 number of drop-in tutoring sessions requested)



*All services were remote until Week 6 of the quarter due to Omicron variant surge

Exam Review Attendance
(5,595 total students in attendance)



CLUE TUTORS MET WITH

2,799
unique students



104 different majors

26% first-generation college students

63% first- and second-year students

66% students in the College of Arts & Sciences

Transformative Learning

In an effort to track our effectiveness in creating active learning environments and ensuring that students feel empowered to engage in independent learning beyond the classroom, CLUE piloted a formal year-long assessment cycle. Assessment included a mix of student-facing and tutor-facing surveys and observations conducted by professional staff to guide tutoring practice.



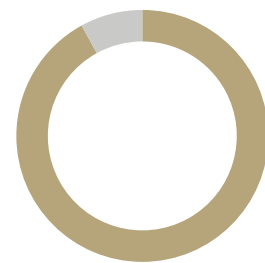
STUDENT FEEDBACK (FALL 2021)

At the end of fall quarter, CLUE solicited feedback from students who attended exam reviews to identify what aspects of the sessions were the most useful in order to guide our training redevelopment efforts. Using self-reported measures, students were asked to identify the top reasons for attending exam review sessions and gauge what elements most directly impacted their learning.

From most important to least important, the top response was "being given the opportunity to work through problems on my own before having the solution demonstrated." Students were also asked to rate the level of importance of different reasons for attending exam review sessions. The top response was "getting a good grade on the upcoming exam."

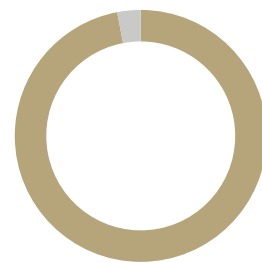
"It is really helpful to hear explanations and see the walk-throughs of solving the problems presented. This is better for me than just looking at an answer key because it gives me the ability to also ask questions to clarify confusion at any point."

—Student, Fall 2021



90%

of students attending exam reviews said that they felt "very comfortable" or "somewhat comfortable" during the session



97%

of students attending drop-in tutoring sessions strongly agreed that the tutor made them feel welcomed & supported during the session



Inclusive and Equitable Learning

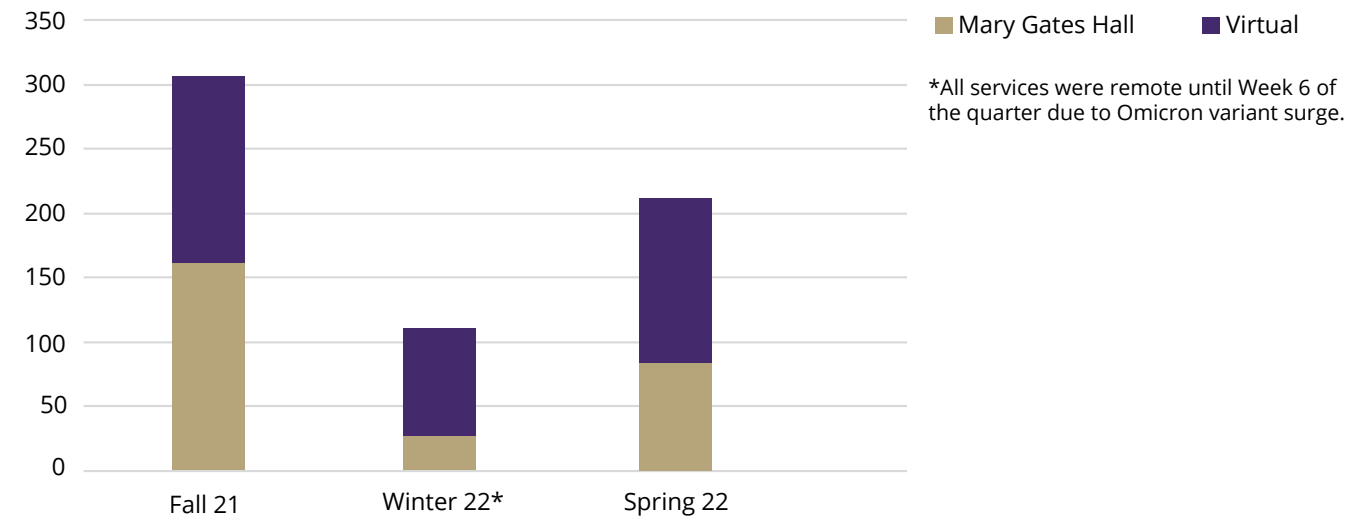
The following sections include various examples of how Academic Success Coaching strives to nurture an inclusive and equitable learning environment for students. Our models of support include operating in various modalities, diverse approaches to working with students, and collaboration across campus.



ACADEMIC SUCCESS COACHING DATA

Data for the 2021-2022 academic year includes both virtual and in-person services (scheduled appointments).

Coaching Attendance (638 coaching sessions attended)



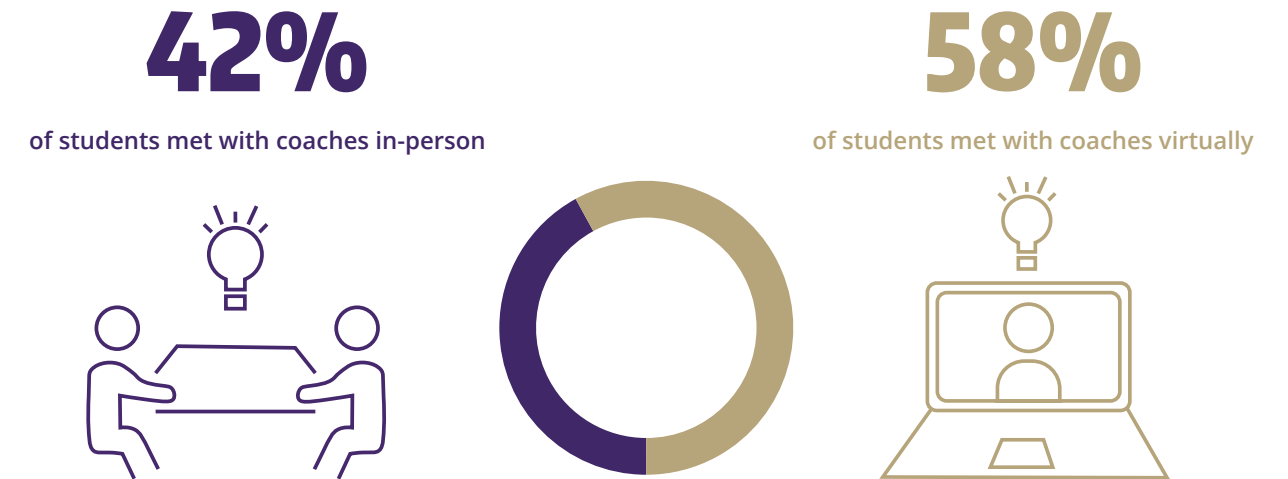
The most common reasons for meeting with a coach:



Academic Success Coaching

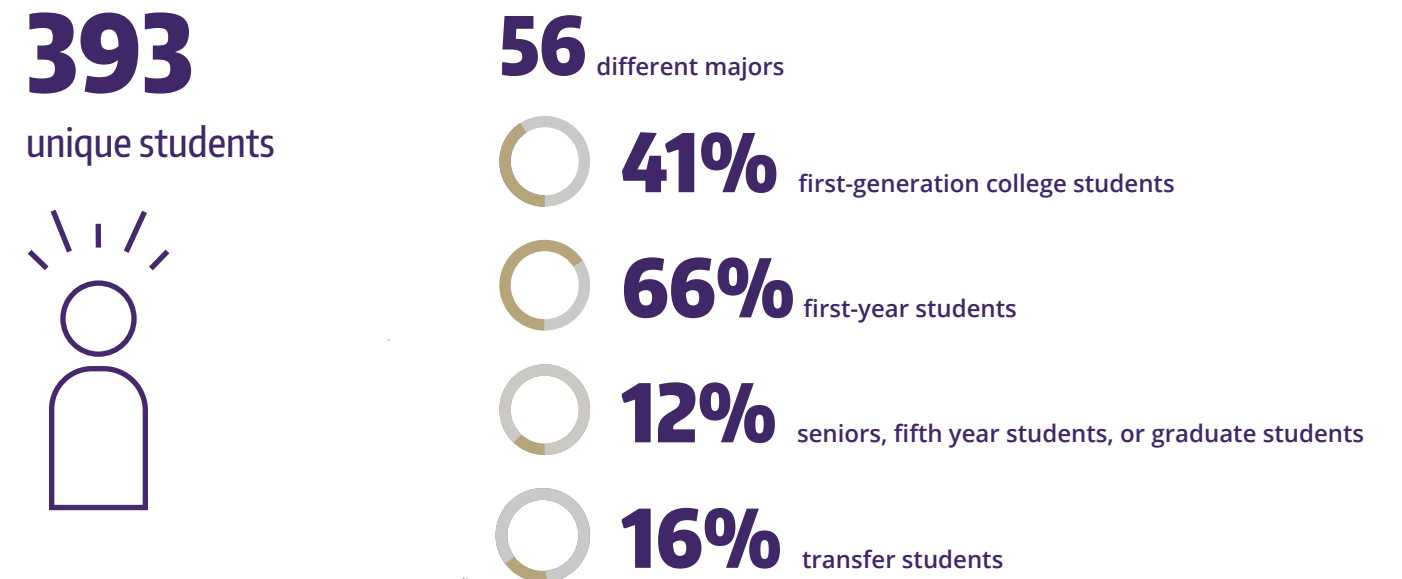
HYBRID LEARNING ENVIRONMENTS

For the first time, Academic Success Coaching offered both in-person and virtual options for students to meet with coaches throughout the academic year. This provided an opportunity to pivot when needed. If a student was unavailable to meet in-person, coaches would meet with the student virtually. For the 2021-2022 Academic Year:



Academic Success Coaching supports students of all majors and years at UW. All specialized coaches are available to meet with any student.

COACHES MET WITH



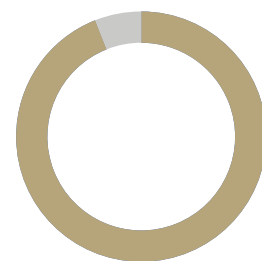
Transformative Learning

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 assessment and campus partnerships.

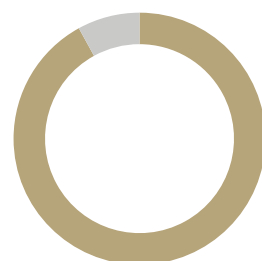


STUDENT FEEDBACK

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 needs. At the end of fall quarter, Coaches solicited feedback from students who attended sessions. Using self-reported measures, students were asked to indicate how their experience was during coaching sessions.



94%
of students agreed or strongly agreed that the coach made them feel comfortable and safe during the meeting



92%
of students agreed or strongly agreed that the coach responded to their specific needs brought up in meetings

"The coach was very helpful, understanding, and knowledgeable. They made sure to listen attentively to my concerns and gave me multiple resources and methods to better handle these concerns. They not only asked me questions to get to know me and my situation more, but also made sure to address my struggles with constructive feedback and advice. I learned a lot from my session and if another struggle arises I feel that another session would be of great benefit."

-Student, Fall 2021

"It was nice to have someone to talk about things that have held me back in the past, and talk about how I can fight those things in the future."

-Student, Fall 2021

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 includes coming into courses, presenting specialized workshops, student panels, and more. Coaching piloted the partnerships below:

Hiring more specialized positions

Transfer Student Success Coach, EOP Support Coaches, and Coaching Student Assistant

Drop-in Coaching with CLUE

In-person and virtual drop-in coaching during CLUE evening hours

Tri-Campus Coaching Consortium

Quarterly meetings with UW Bothell and UW Tacoma's Coaching Programs

EXAMPLES OF PARTNERSHIPS FROM 2021-2022 ACADEMIC YEAR

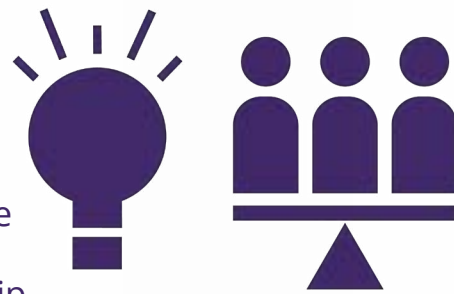
KEY:

- Panel/class visits
- Workshops
- Meetings with coaches

- First Year Programs (FYP) & First-year Interest Groups (FIGs)
- Transfer Student Transition Courses
- Brotherhood Initiative
- Student panels hosted by Undergraduate Academic Affairs Advising
- UW Libraries
- Career & Internship Center
- Women's Center, Making Connections Program
- Educational Opportunity Program (EOP) Scholars Academy
- Summer Health Professions Education Program (SHPEP)

Transformative, Inclusive, and Equitable Learning

The partnership with the Educational Opportunity Program is an example of creating opportunities of transformative learning while also nurturing inclusive and equitable learning environments for students. The following section shows all the ways this partnership exemplifies these values.



EOP SCHOLARS PARTNERSHIP

Academic Success Coaching’s partnership with the EOP Scholars Academy is an example of robust support in providing a transformative, inclusive, and equitable environment for specific student populations.

In the 2021–2022 Academic Year, Academic Success Coaching piloted a partnership with the EOP Scholars Academy. With emergency funding, Academic Success Coaching hired five coaches who were affiliated with the Office of Minority Affairs & Diversity (OMA&D).

The EOP Scholars Academy is a year-long program designed to help facilitate a successful transition into college for incoming first-year students from underrepresented, first-generation, and low income backgrounds. Academic Support Programs’ staff met weekly with EOP staff leading the course to support curriculum development. Academic Success Coaches supported the course through meetings with students, workshops, consulting with course instructors, and more.

The following academic year (2022–2023) two Academic Success Coaches were from this EOP Scholars Academy cohort. Meeting with a coach provided them with the opportunity to not only learn strategies for their own academic success but also sparked a passion to support other students in this role.

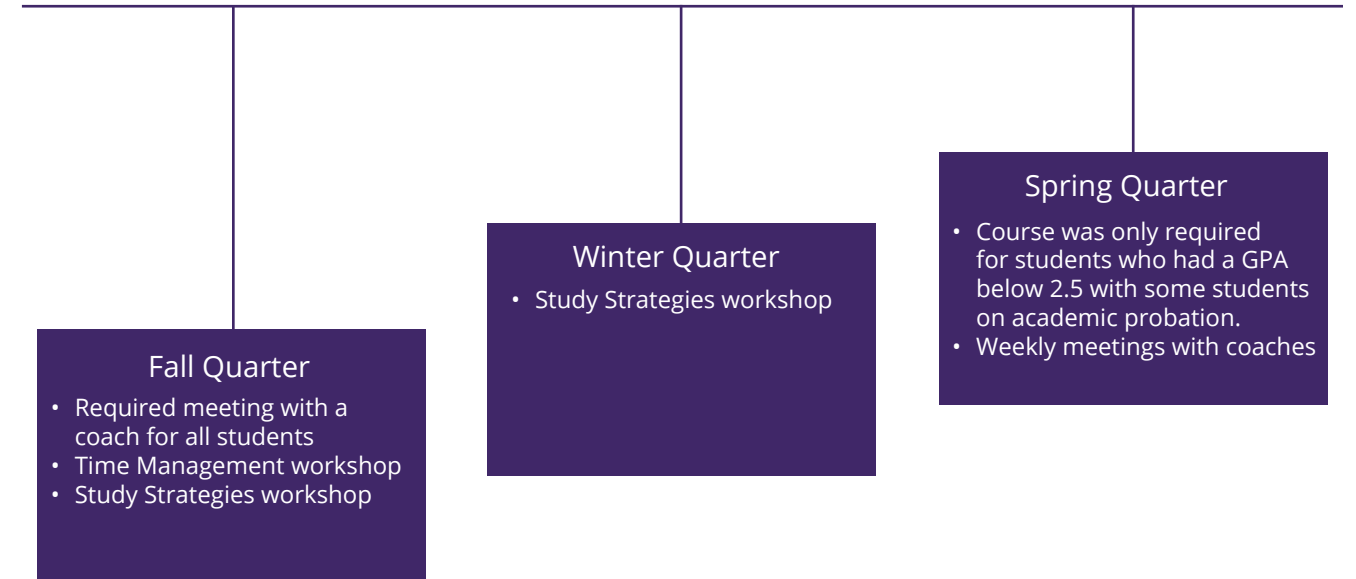
“The most helpful thing the coach had done was provide reassurance and resources. I appreciated the way the coach handed me those resources but also talked me through the steps and answered any question I had about each website.”

–EOP Scholar, Spring 2022

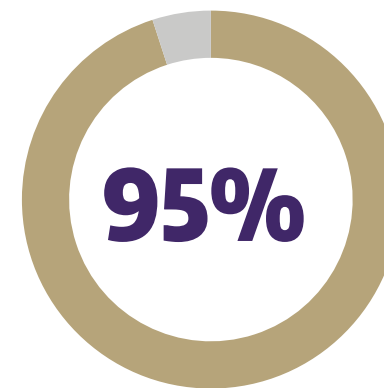
“So after the coaching session, I felt empowered and recognized, not only as a student at the University of Washington, but someone who was also worthy of being here. So that following quarter I actually applied to be an Academic Success Coach.”

–Yonas Shiferaw, EOP Scholar 2021–2022, Academic Success Coach 2022–2023

EOP TIMELINE



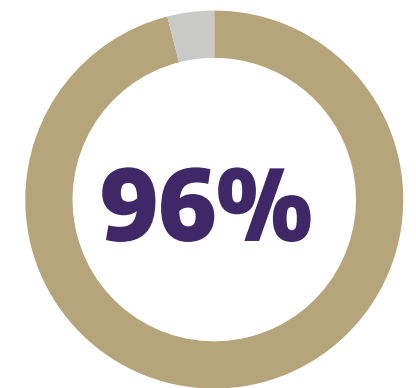
In spring quarter, we assessed this partnership with a student survey. If students did not respond agree or strongly agree, they responded neutral.



of students agreed or strongly agreed that the coach responded to their specific needs brought up in meetings



of students agreed or strongly agreed that they left meetings feeling better equipped to handle the needs discussed



of students agreed or strongly agreed that they felt that they could relate to their coach through identity, similar experiences, etc.

STUDENT EMPLOYEE IMPACT

Part of our mission is to provide “meaningful opportunities for growth and development” for our student staff. ASP employed 60 student employees for standard program operations (tutors, coaches, front desk managers) during the 2021–2022 Academic Year. Our Coaching program saw its largest cohort to date (14 coaches). In 2021-2022, we focused on equitable hiring practices and more robust forms of assessment to help them with their practice. As Mary Gates Hall reopened its doors for students to engage with our services in-person again, supporting our student staff was at the forefront of our minds. One of our main goals was to provide personalized, relevant resources to our student staff for their professional development, safety, and well being.

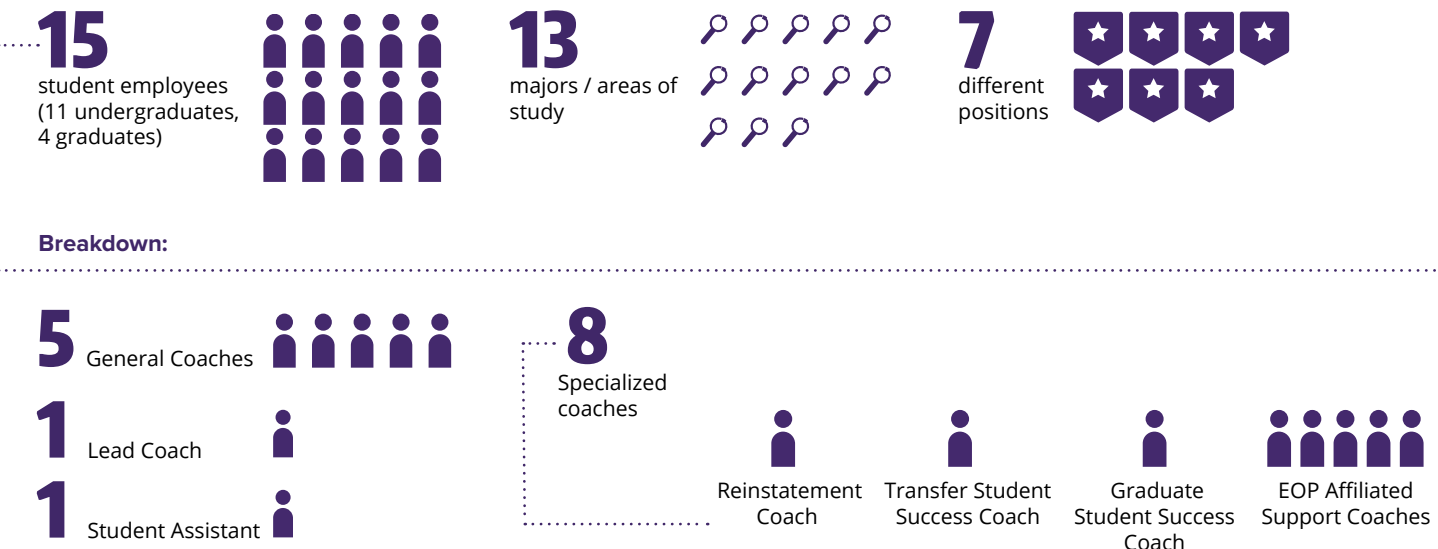
“This quarter has been a great experience so far and I am so grateful to be a part of such a supportive and inclusive team. The biggest lesson is that there’s so much I don’t know and there’s always more to learn. This can be applied for either working with students in coaching sessions and even working with our coaches and staff members. There’s a lot of room for me to grow!”

–Academic Success Coach, 2021–2022

“The positive working environment that has been created has been extremely helpful in being able to effectively help students. I really appreciate the trust and responsibility that we have been entrusted with. It makes me personally much more confident and excited to do my job.”

–CLUE Tutor, 2021–2022

COACHING



CLUE



Below are 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
- Surveys of student staff**
 - Self-evaluations asking questions about areas of professional development, challenges faced, goals, and support/resources ASP professional staff can provide
- Observations**
 - Individualized observations were conducted by professional staff for each student staff to provide feedback and facilitate discussion about performance
 - Tailored feedback for exam review tutors on how to foster dynamic learning environments virtually

“I enjoyed tutoring a student in biochemistry 440 this quarter. It was rewarding to see the student actually understand the disparate concepts. Even better was when they began to see the connections between concepts and how one process naturally leads into the next.”

–CLUE Tutor, 2021–2022

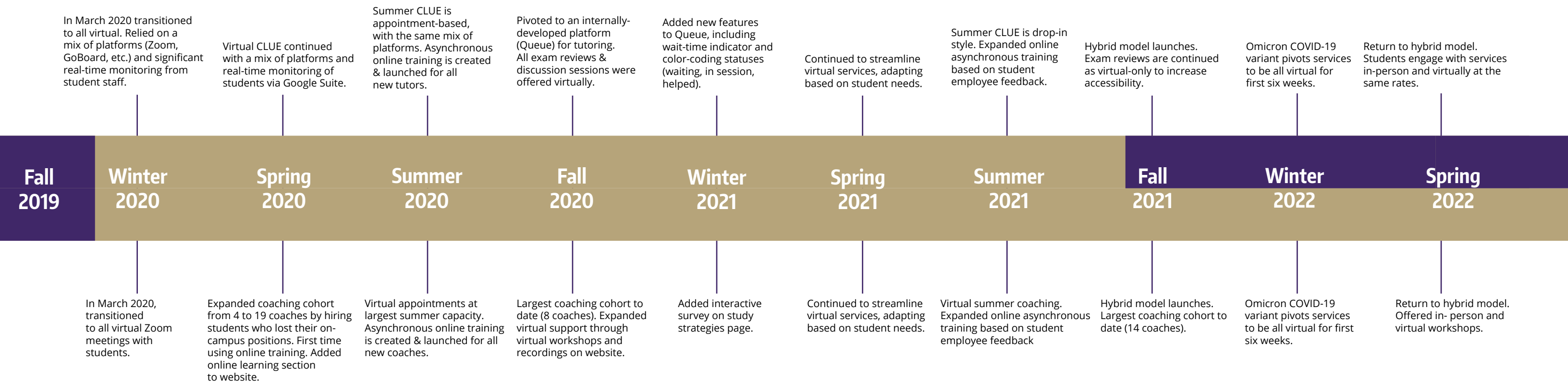
HYBRID LEARNING

Before the COVID-19 pandemic, CLUE and Academic Success Coaching operated in an entirely in-person format. With the university's move to virtual learning in March 2020, CLUE and Academic Success Coaching quickly had to pivot to entirely virtual programming. We have spent the past two years thinking intentionally about how to support students with hybrid learning modes moving forward. Below includes a timeline of how we have worked to pivot virtually, support students in hybrid learning, and continue to create accessible learning environments for students.

KEY:

- In person
- Virtual
- Hybrid

CLUE →



Academic Success Coaching →

Hybrid Learning Timeline

We are excited for the future.

We aim to keep learning and growing. As we look ahead, we are excited to:

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

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

Continue to offer equitable, accessible and dynamic learning experiences for UW students.

Reimagine discussion session offerings and training at CLUE, as we meet instructors and faculty to reflect on the goals of these active learning spaces.

Continue to bring our tutoring and coaching teams together in intentional ways, such as our first all ASP student staff training class.

Implement a successful year-long assessment cycle.

Further develop and innovate our hybrid educational models, for instance, having our first cohort of tutors dedicated exclusively to online exam reviews.

Continue to grow and develop intentional partnerships in Coaching, as we support the EOP Scholars Academy and pilot new collaborations with the College of Engineering and the Paul G. Allen School for Computer Science & Engineering.

Looking Ahead

Learn more, or just say hello!

Email

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Socials

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 @UWAcademicSupportPrograms

Website

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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 Sommer Ullrich