

**Offices of the Dean of Students
Madison Initiative for Undergraduates Proposal Form**

MIU Goals:

- 1) Preserve affordability of a UW-Madison education, primarily through expansion of need-based aid.
- 2) Generate faculty and instructional support, including hiring, to offer the courses, majors and experience students need
- 3) Expand best practices and innovation in teaching and learning, curricular design, and student services in order to enhance student outcomes.

Contact Person:	Christopher Verhaeghe
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Proposal Title:	Expansion of campus learning assistance and tutoring programs
Amount Requested:	Spring 2010: \$39,000 Annual starting FY11: \$ 261,500.00
Abstract:	The Center for First-Year Experience (CFYE) seeks funding to create an Academic Success Center, incorporating the Greater University Tutoring Services (GUTS). An Academic Success Center will offer a variety of new services to undergraduate students. These services include serving as a learning assistance programs clearinghouse and triage center, providing supplemental and peer instruction programs, creating a study skills course, and strengthening currently offered GUTS programs.

** Final proposal should not exceed ten (10) pages.*

1. Within MIU goals 2 and 3, stated above, identify the problem that your proposal will address in terms of undergraduate education, instructional quality and innovation, and access, and how the proposed hires/innovation/activities/effort will significantly impact this problem.

UW-Madison offers a variety of learning assistance programs for undergraduate students. However, the programs are primarily subject specific, such as the Writing Center, Chemistry Learning Center, and the Math Tutorial Program. For general learning assistance, students are encouraged to use the Greater University Tutoring Service (GUTS), a registered student organization providing primarily tutoring services. Anecdotal evidence shows that GUTS is one of the most often referenced resources on campus for students in need of learning assistance. Beginning at SOAR, students are informed of GUTS and how it is the “go to” place when you are struggling in your classes.

The purpose of a learning assistance program is to “help students become independent and active learners and to achieve academic success.” Learning assistance programs should be a collaboration between faculty, staff, and students with student success as the program’s primary goal. A learning assistance program should 1) introduce students to expectations of the faculty and the culture of the institution; 2) develop students’ personal responsibility and accountability for their own learning; 3) provide services and resources which support faculty, staff, and administrators in enhancing and promoting classroom instruction; and 4) provide instruction and services that address the cognitive, affective, and socio-cultural dimensions of learning (CAS, 2001).

If we were to apply this definition and the other CAS standards for learning assistance programs to GUTS, the organization falls short. GUTS is a registered student organization and maintains only a loose connection to the university through a staff advisor in the Center for the First-Year Experience. GUTS is staffed by two graduate students and a handful of undergraduate student employees. GUTS currently serves over 2,500 students annually and most tutoring is offered by untrained volunteers. The staff advisor from the Center for the First Year Experience spends no more than 10% time focusing on GUTS, leaving the direction of this critical campus wide service to student leaders and volunteers.

While GUTS student leaders, employees, and volunteers have the best intentions; they are transient and cannot build lasting relationships with faculty and staff in order to advance and expand the tutoring programs. In addition, by relying on GSSF funding, the only general learning assistance program for undergraduates at UW–Madison could completely disappear from one year to the next if the student board decides not to provide funding. Finally, the Center for First-Year Experience, which currently provides oversight to GUTS, cannot provide any additional time, resources, or leadership to advance the organization’s programs beyond their current state.

The GUTS student organization has been in existence for 30 years and has done an admirable job of providing tutoring services to students at UW-Madison without any institutional support. The Madison Initiative for Undergraduates provides us with the perfect opportunity for the university to play a significant role in providing learning assistance by expanding the services currently offered to better meet the needs of all UW-Madison undergraduates.

The funds from the Madison Initiative for Undergraduates will be used to create an Academic Success Center (ASC), which will continue and enhance many aspects of GUTS. The current GUTS staff and volunteers would be joined by a new Academic Success Center Coordinator, a full-time academic staff member. Under the leadership of the Academic Success Center Coordinator the organization will provide service in the following four areas:

- 1) Serve as a learning assistance programs clearinghouse and triage center. Students in need of tutoring or learning assistance in any course or program can contact the ASC to be matched or referred to a tutor or learning support service to meet their individual needs. ASC’s will connect students to the appropriate resource and reduce the duplication of and confusion about learning assistance programs on campus.

- 2) Development of supplemental instruction and peer instruction programs. Supplemental instruction has a long established history of creating a collaborative learning environment and increasing self-efficacy for students (Arendale, 1994). This free and voluntary learning assistance program will encourage students to take a proactive approach to their learning. Supplemental instruction will be offered for courses enrolling high numbers of first and second year students, and courses identified by Academic Planning and Analysis as demonstrating an achievement gap between minority and non-minority students. In addition, the ASC would make an effort to connect and collaborate with similar programs on campus such as ICBE (SAGE) and Engineering (SI), to refer students rather than duplicating efforts.
- 3) Development of a study skills curriculum. UW-Madison does not have a study skills curriculum for the general student population. Targeted courses exist for select sub-populations, but a campus-wide program does not exist. The ASC will develop curriculum in two veins. First, staff members will work with the Counseling Psychology department to develop a course for students struggling with academic skills such as note-taking, reading, effective studying, and time management. Academic Advisors and faculty can refer students who are struggling academically to this course. Second, modules will be developed to be delivered in a single session approach. Residence halls, first-year seminars, student groups, and interested courses can request presentations from trained facilitators throughout the year. Current practices of providing individual one-on-one study skills counseling will also continue.
- 4) Maintaining and strengthening currently offered programs. The ASC will continue the current programs offered by GUTS: Academic Match, Conversational English, and Drop-in Tutoring. Each program will be evaluated and realigned to meet institutional goals and best practices. Current employees will play a fundamental role in this re-evaluation and help determine how programs can best serve students.

This proposal maintains and enhances the core of the services provided by the GUTS program. Through creation of an Academic Success Center, student leaders will still have an opportunity to provide peer learning assistance, student employees will still learn how to be strong leaders, and the core program like Drop-in Tutoring and Conversational English will still be offered to students who rely on these services to gain basic skills. This proposal will provide more opportunities for employees and volunteers to experience the joy of helping other students succeed while providing the level of learning assistance that a university like UW-Madison requires.

2. Describe how progress is to be measured, demonstrated, and reported; that is, provide metrics and timelines to evaluate project success.

A variety of metrics will be used to track the success of the Academic Success Center:

- Usage statistics
- Analysis of GPA and course grades for students participating in programs
- Satisfaction surveys of student participants, center employees, and faculty with supplemental instruction courses
- Questionnaires and evaluations from the center's strategic partners

In addition, partnerships will be sought with the Office for Academic Planning and Analysis and the Office of Quality Improvement to create evaluation and assessment tools most beneficial to the center and the campus community.

3. For proposals that request new hires:

- **Describe how they will significantly impact student access and the ability of departments to allow their faculty to teach undergraduates.**

- **Describe the proactive steps that will be used to identify and recruit a diverse pool of candidates.**

This proposal includes two new hires, one academic staff member and one graduate staff member. While the hiring of an academic staff member within the Dean of Students will not directly affect departments' faculty teaching efforts, these hires will allow faculty to better serve the undergraduates they are teaching. By creating an Academic Success Center, faculty and staff will have a dedicated office focused on helping students succeed. Faculty will be free to utilize the knowledge and resources of the center to better prepare students who are struggling in their courses. In addition, faculty who are unable to assist students directly will now have a centralized resource to refer students.

The academic staff member would plan and evaluate individual learning programs; direct center planning, development, and implementation of programs; coordinate credit courses with faculty; oversee, monitor, evaluate, and design procedures for gathering data; research funding sources; prepare proposals and reports; recruit and supervise undergraduate and graduate staff; assist in facilities planning; and cultivate partnerships with existing campus tutoring and learning assistance programs. The staff member will be part of the Center for the First-Year Experience professional staff.

The three graduate students (one new hire and two reassigned from GUTS supervision) would be responsible for each of the following program areas: tutoring and direct services, study skills, and supplemental instruction. Graduate students would be responsible for program marketing, assessment, staff supervision (recruitment, selection, training, and evaluation). The three graduate students will be supervised by the new academic staff hire.

To ensure a diverse pool of candidates the search and screen committees would utilize the resources available through the Offices of the Dean of Students and OHRD. A national search can be conducted with posting on web sites which focus on student services, such as Chronicle for Higher Education and HigherEdjobs.com. In addition, postings can be listed on specialty job marketing sites for LGBT professionals, faculty/staff of color, and individuals with disabilities.

4. Identify cross-college partnerships and/or campus collaborators needed to ensure success (between schools and colleges, with other major units, such as libraries, Dean of Students offices, IT, Housing, Enrollment Management, Union, etc.)

The Academic Success Center will rely on many partnerships to accomplish the goal of creating a positive and supportive learning environment for all students. Partners will include:

Existing Tutorial Programs

For existing tutorial programs, such as the Math Tutorial, Writing Center, and Chemistry Learning Center, the ASC will serve as a clearinghouse and triage center for students needing assistance. Partnership with existing tutorial programs will be necessary to develop a smooth and efficient process to connecting students with resources.

University Housing

The Academic Success Center will work with campus housing to create synergy around their already existing academic initiatives and provide administrative support where needed. In addition, working with University Housing will reduce the duplication of effort in recruiting tutors.

Libraries and Unions

GUTS has a strong partnership with UW Libraries and the Unions and the Academic Success Center would capitalize on these partnerships. ASC would continue to have satellite locations in library spaces and hopefully return to the new South Campus Union once construction is completed. With a re-evaluation of program goals, the library and Union spaces could be better utilized, creating an even stronger presence on campus.

DoIT and Enrollment Management

The ASC would partner with DoIT to develop online learning assistance tools for students. These tools and resources can be listed on enrollment management services such as course guide and/or class search. In addition, efforts could be made to create a learning assistance portal in My UW for all undergraduate students.

Faculty and Instructional Staff

The ASC would partner with faculty members teaching large lecture courses to help inform students of the services. In addition, faculty would be asked to recommend outstanding former students during the recruitment of ASC staff and tutors. In addition, the ASC staff could provide faculty and instructors with timely feedback about their courses from the perspective of the students seeking additional help.

5. Include a detailed budget and budget narrative, identifying infrastructure need/cost, such as physical space and facilities, technology, other academic support services, etc.

Spring 2010

- 1 FTE, academic staff member to begin coordination of and transition to an Academic Success Center. **up to \$45,000 / yr (plus \$18,000 in fringe)**
- .5 FTE, PA position for assistance in creating supplemental instruction programs and assisting in the transition to an Academic Success Center. **\$4,500 / semester**
- **\$3,000** for creation and marketing of new ASC programs

Fiscal Year 2010 – 11 and Beyond

	Annual Expenses
Employee Costs:	
Student Salaries	130,000.00
Academic Staff	45,000.00
Fringe	27,000.00
Tuition Remission	24,000.00
TOTAL EMPLOYEE COSTS	\$ 226,000.00
Supplies and Services:	
Advertising	\$ 10,000.00
Supplies/ Furniture	\$ 5,000.00
Printing/Photocopying	\$ 10,000.00
Program Budget	\$ 10,000.00
Telephone	\$ 500.00
TOTAL SUPPLIES AND SERVICES	\$ 35,500.00
TOTAL EXPENSES	\$ 261,500.00

***The above proposal denotes a complete shift from GSSF funding, allowing students to fund other student services and organizations through the existing GSSF process. 2009-10 Funding for GUTS is \$ \$143,343.

Physical Space

- **Immediate need:** Space to house two additional staff members. Possible spaces include SAC and 21 NPRK

- **Long term need:** Physical space for all ASC activities. Space would need to include areas for administrative offices, reception area for students, area for drop-in tutoring, counseling/study rooms for private sessions, large “classroom” style spaces for large group instruction. Possible spaces include SAC, New Union in South Campus, Memorial Union, 21 North Park, New construction or renovation in central campus.

6. What are the anticipated learning outcomes as a result of this proposed initiative?

- Students utilizing Academic Success Center services will demonstrate an awareness of their learning style
- Students utilizing Academic Success Center services will be connected to resources which will assist in learning
- Students will perform better in courses utilizing Academic Success Center services and programs
- Achievement gap will be reduced for student utilizing tutoring services in specific courses
- Students will become more comfortable asking for and seeking academic assistance
- Students working in the center will develop a deeper learning of course matter through learning by teaching and leading
- Students working in the center will gain competencies for peer facilitation and mentoring

References:

Arendale, D. (1994). Understanding the supplemental instruction model. *New Directions in Teaching and Learning*, 60, 11-21.

Council for the Advancement of Standards (CAS). (2001). Learning Assistance Programs: CAS Professional Standards for Higher Education.

Strange, C. C. and Banning, J. H. (2001). *Educating by Design*. San Francisco, CA: Jossey-Bass.

Dean’s Comments:

Signature _____ Date: _____

Printed Name: _____ Title: _____

Dean’s Signature: _____ Date: _____

Additional Signatures:

October 5, 2009

75 Bascom Hall
500 Lincoln Dr
Madison, WI 53706

Dear Ms. Berquam,

Created in 1974, The Greater University Tutoring Service (GUTS) emerged with a vision that aimed to empower students as independent learners. The idea was and continues to be the impetus that helps students help themselves, or guide them to the point at which they become independent learners. It is essential for students to have the opportunity to practice leadership roles and serve as fine role models for their fellow colleagues. As a tutor or program facilitator for our program, students are provided this opportunity. These students in addition, help those using our services to see a connection between the Wisconsin Experience and their future aspirations. In both roles, students are encouraged to create their own pathways and take ownership of their own learning. Moreover, both opportunities allow students to enhance their own personal strengths and develop new communication skills.

Ten years after the materialization of GUTS, our program expanded on this idea and implemented Conversational English, which promotes cultural exchange. The promotion of cultural exchange affords GUTS the opportunity to facilitate international understanding, maturity, and self-awareness. Today GUTS offers seven programs grounded in the original philosophies, but are intended for a more diverse body of students in 2009. In the last year alone, GUTS has initiated two innovative programs that meet the growing needs of the student body. These programs provide the opportunity for students to exchange services and talents in the Give & Take program (a successful conglomeration between Conversational English and Academic Tutoring) and develop peer mentorship capacities following a *to teach is to learn* philosophy (GUTS-SAGE Skill Acquisition Guiding Experience).

GUTS seeks to reach the potential in which our innovators have envisioned. Our vision includes the capacity to benefit from research based methods and other learning techniques, meaningfully reach new generations of learners, and provide an investigational establishment that outputs learning opportunities to collect rich, practical, and contemporary data unique to the academic environment at the UW Madison. As GUTS celebrates its 35th anniversary this year, it seeks to solidify the sustainability and continuity of a program that undeniably serves both the University and its students. New funding and support structures could provide us the consistency to help us improve existing programs and form new programs that currently lack the structural support to meet fruition. As it stands, GUTS faces difficulty in obtaining enough flexible operating dollars to support the daily operation of the volunteer based tutor programs and the innovation that would permit its survival in the changing academic environment. For these reasons, we would like to extend our support for the proposal brought to the floor by the Center for First-Year-Experience (CFYE), titled *Expansion of campus learning assistance and tutoring programs*. GUTS has reached a consensus in support of the plan and would like to ask that you seriously consider this proposal as a most necessary opportunity to truly serve the academic needs of students, the University, and the growing understandings of teaching and learning at the college level.

Thank you for taking the time to read this letter. Please contact us with any questions at 608-263-5666 or stop by our office.

Regards,



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