

Academic Year
2025



Office of Student Success
UNIVERSITY of ALASKA ANCHORAGE

SAGE Success Programs

Assessment Report

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GRANT OBJECTIVES PROGRESS

Objective 1

Objective: All tutoring services at UAA will be available through the UAA Learning Commons.

Year 2 Goal: 62% of all tutoring services at UAA will be available through the UAA Learning Commons.

Results: Existing tutoring services have been centralized through the Learning Commons, however, we continue to dialogue with academic programs around potential new and changing needs. By Year 2, the Learning Commons has accomplished the following thus far:

- Streamlined the Upper-Level Math Lab from CAS into one common “Math Lab” with lower-level Math tutoring
- Assumed Engineering Tutoring from COE
- Assumed Computer Science and Computer Systems Engineering Tutoring
 - Logistical details are still coordinated in tandem with academic department
- Assumed Nursing Tutoring from COH
- Assumed Department of Languages Tutoring from CAS
- Assumed Science Tutoring from CAS, including Physics, Biology, Chemistry, and Statistics
- Established Music Tutoring for CAS
- Assumed IRSC tutoring from Student Affairs

For Year 3 of the grant, we are searching for AK Native Languages tutors.

Objective 2

Objective: Tutoring services centralized in the Learning Commons will be supported by appropriate policy, process, and funding structures.

Year 2 Goal: 40% of tutoring services will be supported by appropriate policy, process, and funding structures.

Results: As UAA has centralized tutoring services through the Learning Commons, and added new Programs including Academic Coaching, each program has adopted consistent practices around hiring, training, and reviewing student employee job performance.

Objective 3

Objective: Students enrolled in target high-DFW gateway courses will succeed at a rate of 70%.

Year 2 Goal: Students enrolled in target high-DFW gateway courses will succeed at a rate of 66%.

Results:

Course	FA23			SP24			FA24			Year 2 Grant Objective
	Count	Passes	Pass Rate	Count	Passes	Pass Rate	Count	Passes	Pass Rate	
ACCT A101	20	15	75.0%	15	14	93.3%	82	53	64.6%	66.0%
ACCT A201	-	-	-	-	-	-	29	22	75.9%	
BIOL A102	49	39	79.6%	48	33	68.8%	57	46	80.7%	
BIOL A111	134	86	64.2%	120	61	50.8%	252	153	60.7%	
BIOL A112	-	-	-	77	62	80.5%	104	80	76.9%	
BIOL A240	-	-	-	-	-	-	104	88	84.6%	
ECON A101	-	-	-	-	-	-	166	121	72.9%	
MATH A054	-	-	-	43	22	51.2%	-	-	-	
MATH A104	36	21	58.3%	26	16	61.5%	43	34	79.1%	
MATH A105	30	25	83.3%	29	17	58.6%	89	56	62.9%	
MATH A151	-	-	-	-	-	-	29	23	79.3%	
MATH A251	-	-	-	28	24	85.7%	-	-	-	
MATH A251F	-	-	-	-	-	-	42	24	57.1%	
MATH A252	28	16	57.1%	-	-	-	-	-	-	
PSY A111	-	-	-	-	-	-	44	32	72.7%	
PSY A200	-	-	-	-	-	-	25	20	80.0%	
PSY A260	35	29	82.9%	46	30	65.2%	13	12	92.3%	
STAT A200	-	-	-	30	23	76.7%	23	21	91.3%	
WRTG A090	-	-	-	-	-	-	14	12	85.7%	
WRTG A111	-	-	-	-	-	-	21	15	71.4%	
WRTG A211	-	-	-	-	-	-	21	19	90.5%	

Note: These enrollments only include the sections of the course that participated in the LA program.

Objective 4

Objective: 75% of freshman-level students (0-30 credits) will participate in a Learning Commons Sage Success Program.

Year 2 Goal: 30% of freshman-level students will participate in a Learning Commons Sage Success Program.

Results:

	FA24		FR Total FA24		SP25		FR Total SP25
Humanities Tutoring	210	8.8%	2,397	Humanities Tutoring	132	6.9%	1,927
STEM Tutoring	57	2.4%		STEM Tutoring	35	1.8%	
LA Program	372	15.5%		LA Program	204	10.6%	
AC Program	21	0.9%		AC Program	5	0.3%	
Total SAGE Program	556	23.2%		Total SAGE Program	339	17.6%	

Freshman data is pulled from Navigate360. Institutional Research may use different data definitions.

Objective 5

Objective: Freshman-level students persist to the following semester at a rate of 70%.

Year 2 Goal: Freshman-level students persist to the following semester at a rate of 68%

Results:

LA Program	Persisted		Not Persisted	
F23 to S24	110	84.0%	21	16.0%
S24 to F24	131	74.9%	44	25.1%

Humanities Programs	Persisted		Not Persisted	
F23 to S24	-	-	-	-
S24 to F24	124	79.5%	32	20.5%

STEM Programs	Persisted		Not Persisted	
F23 to S24	-	-	-	-
S24 to F24	35	70.0%	15	30.0%

All SAGE Programs	Persisted		Not Persisted	
F23 to S24	110	84.0%	21	16.0%
S24 to F24	290	76.1%	91	23.9%

Operational Definitions (by SAGE):

- Freshman-level: Students who earned up to 30 credits
- Persistence: Students who enrolled in the following semester

Objective 6

Objective: Learning Commons SAGE Success Programs incorporate, refine, and institutionalize rigorous assessment plan and practices.

Year 2 Goal: 40% of Learning Commons SAGE Success Programs incorporate, refine, and institutionalize rigorous assessment plan and practices.

Results: The assessment report for Year 2 reflects assessment of Program Services, Program Stakeholders, and Program Outcomes for each of the three programs run under the SAGE Success Programs Title III Grant. This assessment report, however, does not yet account for the Peer Advisors program, which is launching in Fall 2025. This assessment report also does not yet account for a “Program Administration” section for each program, which will assess efforts, successes, and future opportunities around program management, recruitment, and administrative structuring. The goal of assessing 40% of Learning Commons SAGE Success Programs in Year 2 is successfully met.

Objective 7

Objective: 25% of UAA students engage with SAGE Success Programs

Result:

	FA24		Student Total FA24		SP25		Student Total SP25
Humanities Tutoring	658	6.5%	10,099	Humanities Tutoring	441	4.4%	9,978
STEM Tutoring	299	3.0%		STEM Tutoring	236	2.4%	
LA Program	1,081	10.7%		LA Program	903	9.0%	
AC Program	65	0.6%		AC Program	31	0.3%	
Total SAGE Program	1,841	18.2%		Total SAGE Program	1,474	14.8%	

Student data is pulled from Navigate360. Institutional Research may use different data definitions.

Objective 8

Objective: Freshmen-level students who have participated in a Learning Commons SAGE Success Program will be retained at 71%

Result:

All SAGE Programs	Persisted		Not Persisted	
F23 to F24	94	71.8%	37	28.2%

Operational Definitions (by SAGE):

- Freshman-level: Students who earned up to 30 credits
 - Retention: Students who enrolled two semesters after entry to UAA
-

PROGRAM 1: CENTRALIZED TUTORING

Program Services

Humanities Programs

The UAA Learning Commons' (LC) Humanities programs for Academic Year 2025 included 5 programs. Descriptions of each programs' services provided by Humanities Programs Director, Heather Teel.

- The Writing Center
- Communication & Presentation Coaching
- The Department of Languages Tutoring
- Music Theory
- Language Partnerships.

Writing Center Services

The UAA Writing Center's (WC) mission is to help people of all writing levels improve their writing capabilities, with a non-exclusive focus on academic skills. Writing Consultants are student staff from a variety of backgrounds, allowing for a broad base of knowledge. They were supported by regular training sessions which address specific work feedback as well as instruct consultants on multiple techniques to fit a variety of learning methods. Support services were provided through three modalities: in-person drop-in sessions, synchronous remote sessions via Zoom, and asynchronous remote sessions via emailed documents (eCons).

Communication & Presentation Coaching Services

The mission of UAA Communication & Presentation Coaching (CPC) is to help students improve their communication skills, with a focus on public speaking activities across all disciplines and at all levels. Communication Coaches are student staff with a strong background in Communication courses, debate, and/or public speaking. They were supported by regular training sessions to provide multiple techniques to fit the variety of student learning methods. Support services were provided through three modalities: in-person drop-in sessions and synchronous remote sessions via Zoom, as in previous semesters, with asynchronous remote sessions via eCons added this year.

Department of Languages Tutoring Services

The mission of Department of Languages Tutoring (DLT) is to enable students to practice and improve all four communication modalities (reading, writing, listening, speaking). Languages tutors are student staff chosen for a strong ability in one of the languages taught at UAA. They were concurrently enrolled in a 300 level course of the target language, a fluent speaker, or have completed the target language course run. They worked with the professor of the target language to continue improving fluency as needed. They were supported by as-needed training on data systems and tutoring skills. Support services were provided through two modalities: in-person drop-in sessions and synchronous remote sessions via Zoom. This program is new to the LC as of the AY23-24 program.

Language Partnership Program Services

The Language Partnership (LP) program's mission is to help students for whom English is not a first language build their English language skills to a university level so that language is not a hindrance to success. Language Partnerships were arranged on an as-needed basis via application. Language Partners are student staff with strong interpersonal skills who receive training to support their ability to explain English reading, writing, listening, and speaking skills. Because dialogue and consistency are necessary for such skill development, this service was only provided synchronously and by appointment, either in-person or over Zoom.

Music Theory Tutoring Services

Tutoring for Music Theory was added this year. As the Music Theory course is a primary requirement for all music majors and a regular stumbling block, the programmatic mission is to help students succeed in this course, and continue to apply its lessons to more advanced Music courses. A Music Theory tutor is student staff who excelled in the course and demonstrated an ability to explain the theories in a variety of ways. Because dialogue and consistency are necessary for such skill development, this service was only provided synchronously via drop-in.

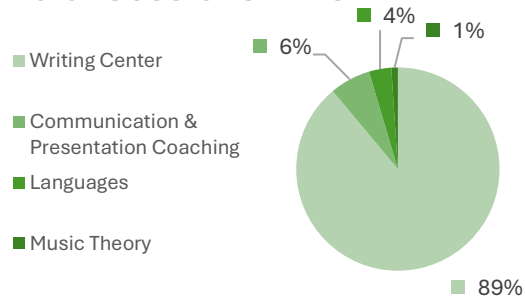
Humanities Programs Sessions

Total Sessions	F24	S25	AY25
Writing Center	1,275	780	2,055
Communication & Presentation Coaching	73	77	150
Department of Languages Tutoring	30	52	82
Music Theory Tutoring	21	3	24
Total	1,399	912	2,311

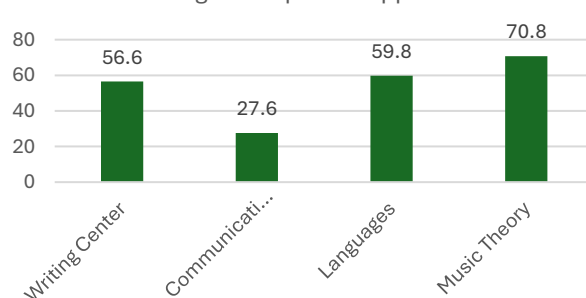
Unique Students	F24	S25	AY25	1st Appt.
Writing Center	602	393	891	43.4%
Communication & Presentation Coaching	60	53	110	72.4%
Department of Languages Tutoring	13	23	33	40.2%
Music Theory Tutoring	6	2	7	29.2%
Total	658	441	983	42.5%

Average Duration (Min.)	F24	S25	Δ
Writing Center	29	30	+1 min.
Communication & Presentation Coaching	34	31	-3 min.
Department of Languages Tutoring	43	62	+19 min.
Music Theory Tutoring	50	32	-18 min.
Total Average	30	32	+2 min.

Total Sessions AY25



Percentage of Duplicate Appointments



Attendance Breakdown

	F24	S25	AY25
Scheduled	84	52	136
Drop-In	1,315	860	2,175

Scheduled	F24		S25	
No Show	13	15.5%	18	34.6%
Cancelled	0	-	1	1.9%

In the Humanities Program, the Writing Center and Communication & Presentation Coaching are the two centers that offer synchronous scheduled appointments via Navigate360. This utilization is significantly lower than the drop-in session appointment model. In AY25 there was a similar number of students who did not show up or cancelled appointments between Fall and Spring. The significant increase in the percentage of no shows is therefore attributed to the decline in students using the tutoring services in the Spring (compared only to Fall 2024) rather than a surge in students not showing up for pre-scheduled appointments.

FALL 2024: DAY x MONTH HEAT MAP

	August	September	October	November	December	Total
Monday	-	4%	6%	4%	3%	17%
Tuesday	-	2%	6%	6%	4%	18%
Wednesday	-	4%	6%	6%	4%	20%
Thursday	-	4%	6%	4%	3%	17%
Friday	-	3%	3%	3%	1%	10%
Saturday	-	2%	2%	3%	1%	8%
Sunday	-	3%	3%	3%	2%	11%
Total		22%	32%	29%	18%	~100%

FALL 2024: DAY x HOUR HEAT MAP

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Total
9am								
10am	2%	2%	2%	2%	1%	1%	1%	11%
11am	3%	3%	2%	2%	1%	1%	1%	13%
12pm	2%	2%	2%	2%	1%	1%	1%	11%
1pm	1%	2%	2%	2%	1%	1%	1%	10%
2pm	2%	2%	2%	2%	2%	1%	1%	12%
3pm	2%	2%	2%	2%	2%	1%	2%	13%
4pm	2%	2%	5%	2%	1%	1%	1%	14%
5pm	2%	2%	3%	2%	1%	1%	1%	12%
6pm	1%	1%	1%	1%	-	-	-	4%
Total	17%	18%	21%	17%	10%	8%	9%	~100%

FALL 2024: WEEKLY HEAT MAP

WEEKS OF THE SEMESTER	% OF APPTS.
W1: AUGUST 26	0%
W2: SEPTEMBER 2	1%
W3: SEPTEMBER 9	4%
W4: SEPTEMBER 16	8%
W5: SEPTEMBER 23	8%
W6: SEPTEMBER 30	5%
W7: OCTOBER 7	5%
W8: OCTOBER 14	13%
W9: OCTOBER 21	5%
W10: OCTOBER 28	6%
W11: NOVEMBER 4	6%
W12: NOVEMBER 11	9%
W13: NOVEMBER 18	10%
W14: NOVEMBER 25	2%
W15: DECEMBER 2	12%
W16: DECEMBER 9	7%

As expected, the Humanities Programs see the greatest use of tutoring during midterm exams and final exams. This is reflected in the concentrated use in October (especially Week 8) and the concentration of appointments in December (Week 15). It should be noted that while the bulk of appointments occur Monday through Thursday, 10% of appointments still take place on Fridays and 11% on Sundays, and unlike the other days which fluctuate depending on the month of the semester, use of tutoring holds consistently through the semester until December. Regarding the time of day, there is a slightly higher use of tutoring in the morning early in the week (Mondays and Tuesdays), and a slightly higher use of tutoring in the late afternoon later in the week (Wednesdays).

SPRING 2025: DAY x MONTH HEAT MAP

	January	February	March	April	May	Total
Monday	-	4%	4%	6%	-	14%
Tuesday	1%	4%	4%	6%	-	15%
Wednesday	2%	5%	4%	8%	-	19%
Thursday	2%	6%	4%	6%	2%	20%
Friday	2%	4%	4%	6%	-	16%
Saturday	-	3%	1%	4%	-	8%
Sunday	-	3%	2%	4%	-	9%
Total	7%	29%	23%	40%	2%	~100%

SPRING 2025: DAY x HOUR HEAT MAP

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Total
9am	<1%	<1%	<1%	1%	<1%	-	-	2%
10am	1%	3%	2%	3%	2%	<1%	<1%	12%
11am	1%	1%	1%	2%	2%	1%	1%	9%
12pm	2%	2%	2%	2%	1%	1%	2%	12%
1pm	2%	1%	2%	2%	1%	1%	1%	10%
2pm	2%	3%	4%	2%	3%	1%	1%	16%
3pm	2%	2%	3%	2%	2%	1%	2%	14%
4pm	2%	1%	3%	3%	2%	1%	2%	14%
5pm	2%	1%	1%	2%	2%	1%	-	9%
6pm	<1%	<1%	1%	<1%	<1%	<1%		2%
7pm	<1%			<1%				<1%
Total	15%	14%	19%	19%	15%	8%	9%	~100%

SPRING 2025: WEEKLY HEAT MAP

WEEKS OF THE SEMESTER	% OF APPTS.
W1: January 13	0%
W2: January 20	3%
W3: January 27	4%
W4: February 3	9%
W5: February 10	9%
W6: February 17	4%
W7: February 24	6%
W8: March 3	8%
SPRING BREAK	0%
W9: March 17	8%
W10: March 24	6%
W11: March 31	6%
W12: April 7	8%
W13: April 14	7%
W14: April 21	15%
W15: April 28	6%

Similarly to the Fall, we see a concentration of tutoring around midterms and finals (as expected). It is notable that the concentration of tutoring around midterms is more diffuse in the Spring than the Fall. This is likely due to variations among faculty on whether they hold midterm exams before or after Spring Break. However, it is worth noting there is a greater concentration of tutoring sessions around finals in the Spring than in the Fall. When looking at time of day, Tuesday and Thursdays had a slight bump of appointments in the morning, whereas Wednesday maintained its afternoon bump in sessions. This suggests that Wednesday afternoons are some of the most important times to have tutors available for students.

Courses Needed for Tutoring

Find the complete [list of subjects for Tutoring linked here](#).

STEM Tutoring Programs

The UAA Learning Commons' STEM Programs for Academic Year 2025 included tutoring services for 10 subjects:

- Biology
- Computer Science / Computer Engineering
- Chemistry
- Engineering
- Geology
- Math
- Nursing
- Physics
- Psychology
- Statistics

STEM Programs offered tutoring sessions both in-person and remotely via Zoom. Most programs offer drop-in sessions whether in-person or remotely, however Nursing offered tutoring sessions pre-emptively scheduled via Navigate360.

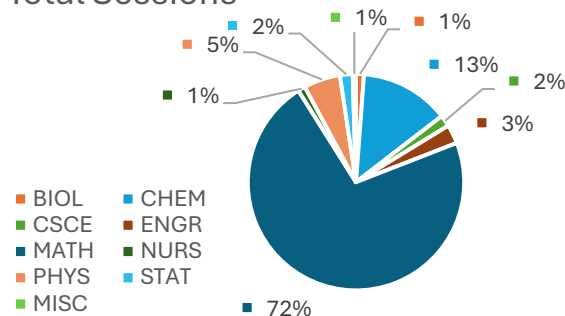
Subject Services Provided

Subject	In-person Drop-in	Remote Drop-in	Scheduled Appt.
Biology	X		
Computer Sciences / Computer Engineering		X (Discord)	
Chemistry	X	X	
Engineering		X	
Geology	X		
Math	X	X	
Nursing	X	X	X
Physics	X	X	
Psychology	X		
Statistics	X	X	

STEM Program Sessions

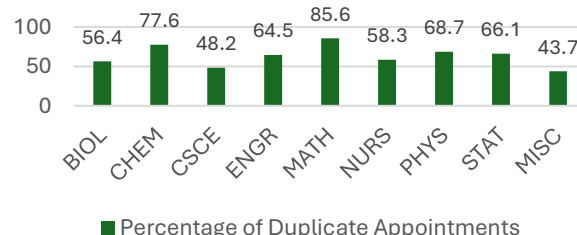
Total Sessions	F24	S25	AY25
Biology Tutoring	25	14	39
Chemistry Tutoring	259	179	438
Computer Science/Computer Engineering Tutoring	46	10	56
Engineering Tutoring	55	38	93
Miscellaneous Math Tutoring	27	56	83
Lower Level Math Tutoring	815	580	1,395
Upper Level Math Tutoring	631	251	882
Nursing Tutoring	22	14	36
Physics Tutoring	135	44	179
Statistics Tutoring	47	15	62
Miscellaneous Courses	9	7	16
TOTAL	2,071	1,208	3,279

Total Sessions



Unique Students	F24	S25	AY25	1 st Appt.
Biology Tutoring	7	10	17	43.6%
Chemistry Tutoring	65	36	98	22.4%
Computer Science/Computer Engineering Tutoring	23	6	29	51.8%
Engineering Tutoring	20	13	33	35.5%
Miscellaneous Math Tutoring	9	4	13	15.7%
Lower Level Math Tutoring	110	93	200	14.3%
Upper Level Math Tutoring	72	48	117	13.3%
Nursing Tutoring	13	2	15	41.7%
Physics Tutoring	36	21	56	31.3%
Statistics Tutoring	10	11	21	33.9%
Miscellaneous Courses	5	4	9	56.3%
TOTAL	299	236	456	13.9%

Percentage of Duplicate Appointments



Average Duration (Mins.)	F24	S25	Δ
Biology Tutoring	45	17	-28 min.
Chemistry Tutoring	43	77	+34 min.
Computer Science/Computer Engineering Tutoring	39	52	+13 min.
Engineering Tutoring	36	38	+2 min.
Miscellaneous Math Tutoring	27	26	-1 min.
Lower Level Math Tutoring	18	20	+2 min.
Upper Level Math Tutoring	17	18	+1 min.
Nursing Tutoring	31	23	-8 min.
Physics Tutoring	24	18	-6 min.
Statistics Tutoring	30	25	-5 min.
Miscellaneous Courses	16	19	+3 min.
TOTAL	23	29	+6 min.

Attendance Breakdown

	F24	S25	AY25	Scheduled	F24		S25	
Scheduled	5	11	16	No Show	0	-	0	-
Drop-In	2,066	1,197	3,263	Cancelled	0	-	1	9.1%

FALL 2024: DAY x MONTH HEAT MAP

	August	September	October	November	December	Total
Monday	0.2%	8%	6%	5%	2%	21.2%
Tuesday	0.4%	6%	7%	5%	1%	19.4%
Wednesday	0.4%	5%	5%	3%	1%	14.4%
Thursday	1%	8%	8%	5%	1%	23%
Friday	1%	4%	4%	3%	1%	13%
Sunday	-	3%	3%	2%	0.4%	8.4%
Total	3%	34%	33%	23%	6.4%	~100%

FALL 2024: DAY x HOUR HEAT MAP

	Monday	Tuesday	Wednesday	Thursday	Friday	Sunday	Total
10am	1%	2%	1%	1%	<1%	<1%	6%
11am	2%	1%	2%	1%	1%	<1%	7%
12pm	2%	1%	2%	1%	1%	-	7%
1pm	2%	2%	1%	2%	2%	1%	10%
2pm	2%	2%	1%	1%	2%	1%	9%
3pm	2%	2%	2%	1%	2%	1%	10%
4pm	2%	2%	1%	1%	2%	1%	9%
5pm	2%	2%	1%	2%	1%	1%	9%
6pm	2%	2%	2%	3%	1%	1%	11%
7pm	2%	1%	1%	3%	<1%	1%	8%
8pm	1%	2%	1%	3%	<1%	1%	8%
9pm	1%	2%	1%	1%	<1%	<1%	6%
Total	21%	21%	16%	20%	13%	9%	~100%

FALL 2024: WEEKLY HEAT MAP

WEEKS OF THE SEMESTER	% OF APPTS.
W1: AUGUST 26	2%
W2: SEPTEMBER 2	7%
W3: SEPTEMBER 9	9%
W4: SEPTEMBER 16	8%
W5: SEPTEMBER 23	9%
W6: SEPTEMBER 30	8%
W7: OCTOBER 7	9%
W8: OCTOBER 14	9%
W9: OCTOBER 21	7%
W10: OCTOBER 28	4%
W11: NOVEMBER 4	7%
W12: NOVEMBER 11	7%
W13: NOVEMBER 18	7%
W14: NOVEMBER 25	2%
W15: DECEMBER 2	3%
W16: DECEMBER 9	3%

SPRING 2025: DAY x MONTH HEAT MAP

	January	February	March	April	May	Total
Monday	2%	7%	3%	4%	-	16%
Tuesday	4%	8%	4%	6%	-	22%
Wednesday	3%	9%	3%	7%	-	22%
Thursday	2%	7%	4%	6%	-	19%
Friday	2%	5%	2%	3%	-	12%
Sunday	1%	2%	2%	4%	-	9%
Total	14%	38%	18%	30%		100%

SPRING 2025: DAY x HOUR HEAT MAP

	Monday	Tuesday	Wednesday	Thursday	Friday	Sunday	Total
10am	<1%	1%	1%	1%	1%	-	4%
11am	<1%	2%	1%	1%	2%	-	6%
12pm	1%	2%	1%	3%	1%	-	8%
1pm	1%	1%	2%	4%	1%	1%	10%
2pm	1%	2%	2%	2%	3%	1%	11%
3pm	2%	2%	1%	2%	1%	<1%	8%
4pm	3%	2%	3%	1%	1%	<1%	11%
5pm	2%	1%	2%	1%	<1%	<1%	7%
6pm	2%	3%	3%	1%	1%	2%	12%
7pm	2%	2%	3%	2%	<1%	2%	11%
8pm	1%	1%	2%	2%	-	1%	7%
9pm	<1%	<1%	1%	<1%	-	<1%	4%
Total	17%	19%	22%	20%	12%	9%	~100%

SPRING 2025: WEEKLY HEAT MAP

WEEKS OF THE SEMESTER	% OF APPTS.
W1: January 13	2%
W2: January 20	5%
W3: January 27	8%
W4: February 3	8%
W5: February 10	7%
W6: February 17	12%
W7: February 24	12%
W8: March 3	6%
SPRING BREAK	0%
W9: March 17	6%
W10: March 24	4%
W11: March 31	7%
W12: April 7	8%
W13: April 14	6%
W14: April 21	6%
W15: April 28	4%

STEM Program tutoring subjects differ from the Humanities Programs in that tutoring seems to be concentrated in the first half of the semester. Given that math tutoring makes up 72% of STEM tutoring sessions, this is likely due to the iterative nature of math courses building off of the first few units, thereby creating greater pressure on students to get a passing grade for the first exam in the course. Wednesday afternoons generally have a greater concentration of sessions (like Humanities), though in Fall 2024, STEM Programs saw the greatest concentration of sessions Thursday evenings. This difference is likely a statistical blip, and suggests that the most important window to ensure a supply of tutors is middle of the week (Tuesday – Thursday) from 12 (noon) to closing.

Courses Needed for Tutoring

Find the complete [list of subjects for Tutoring linked here](#).

Program Stakeholders

Tutors

College Breakdown by Major	Humanities Programs	STEM Programs
College of Arts & Sciences	17	13
College of Business & Public Policy	2	1
College of Engineering	4	16
College of Health	4	7
Honors College	3	5
Community & Technical College	2	-
Fairbanks	3	-

Find the complete list of tutor's majors and colleges in [Appendix A](#).

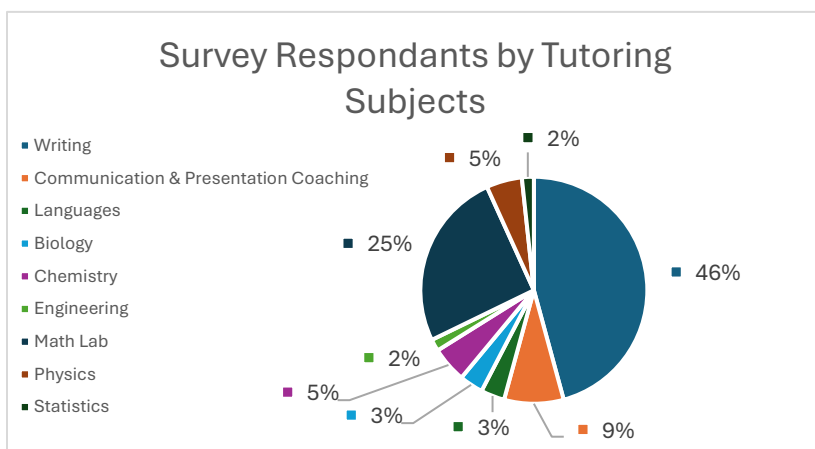
Students

Student Survey

Responses: 43 students

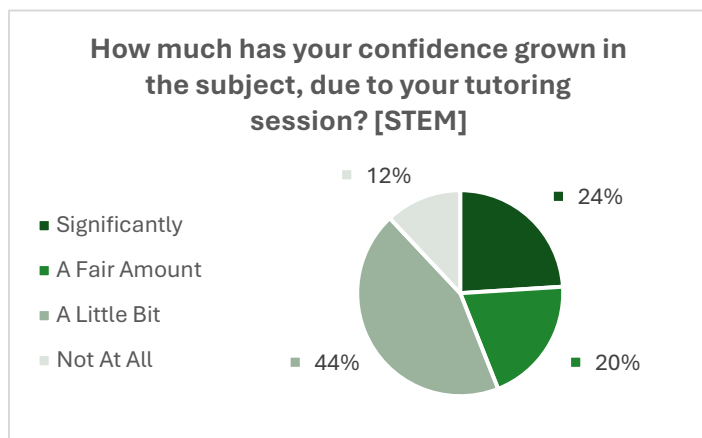
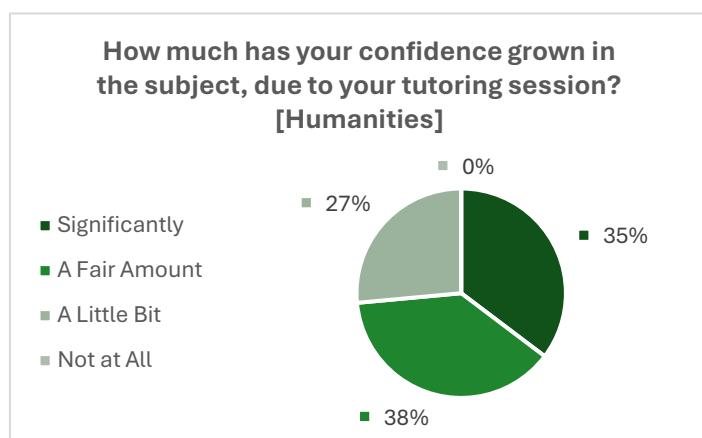
Response Rate: 7.1%

	Subject Respondents
Writing	27
Communication & Presentation Coaching	5
Languages	2
Biology	2
Chemistry	3
Engineering	1
Math Lab	15
Physics	3
Statistics	1

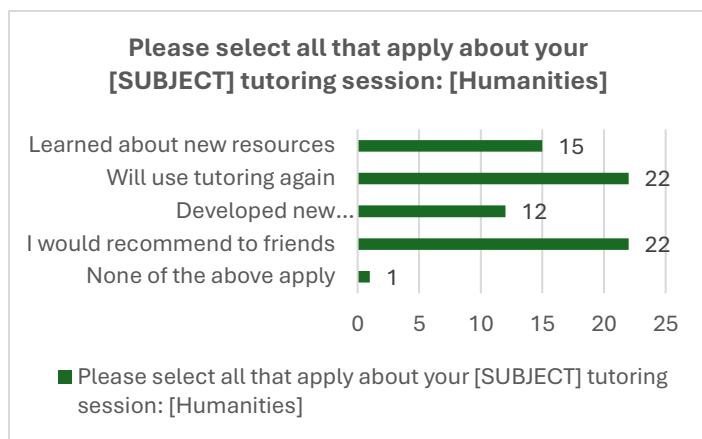
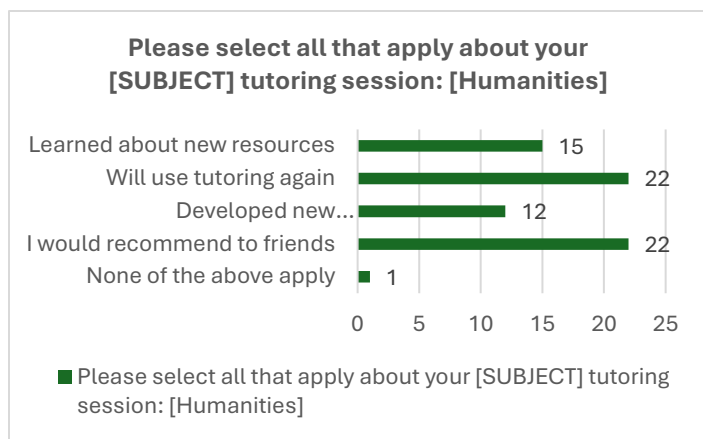


Subjects with No Response: *Music, Computer Sciences / Computer Engineering, Nursing*

How much has your confidence grown in [SUBJECT] as a result of your tutoring session?										
	WRTG	COMM	LANG	BIOL	CHEM	ENGR	MATH	PHYS	STAT	Total
Significantly	8	3	1	0	1	1	4	0	0	18
A Fair Amount	12	1	0	0	2	0	2	1	0	18
A Little Bit	7	1	1	2	0	0	8	1	0	20
Not At All	0	0	0	0	0	0	1	1	1	3



Please select all that apply about your [SUBJECT] tutoring session:										
	WRTG	COMM	LANG	BIOL	CHEM	ENGR	MATH	PHYS	STAT	Total
Learned about new resources	11	2	2	1	1	1	2	0	0	20
Will use tutoring again	19	2	1	1	2	1	9	0	0	35
Developed new skills/strategies	7	4	1	1	3	1	6	0	0	23
I would recommend to friends	19	2	1	2	2	1	8	0	0	35
None of the above apply	1	0	0	0	0	0	1	3	1	6



Do you have any feedback about your tutoring experience(s)?

Overall Perception and Value:

- Many students perceive tutoring services as a highly valuable and amazing resource.
- The service is appreciated for being free at UAA.
- Students found their experiences to be helpful, pleasant, and positive overall.
- Some students noted that the service was a "game-changer", leading to increased confidence and improved grades.
- Tutors are frequently described as helpful, friendly, nonjudgmental, welcoming, knowledgeable, and kind.
- The Learning Commons specifically was highlighted as an "incredible resource" that provided important guidance and improved writing skills.

Strengths in Specific Subjects/Areas:

- Writing support is consistently praised, with students finding tutors helpful with APA style, simplifying writing, structuring essays, and providing solid editing advice. The Writing Center's availability, including evening and weekend hours, is particularly appreciated.
- One student specifically mentioned a math tutor, Jenna, who was very helpful with calculus concepts and skill development.
- Languages tutoring was found to be extremely helpful for developing conversational skills.

Areas for Improvement and Limitations:

- Subject-specific knowledge gaps were noted, particularly in:
 - Physics and Chemistry: Tutors often did not know how to help, sometimes being in the same classes as the students.
 - Advanced Math: The math lab was described as "not very good for any math above trig," and tutors had trouble with pre-calc.

- Specific Science Programs: While bio tutors were good, they lacked the knowledge base for specialized programs like Medical Lab Science.
- STAT A200: There was a noted lack of tutors for this subject.
- Logistical and Systemic Issues:
 - Outdated/Inaccurate Scheduling Information: Students reported issues with office hours on webpages not being updated for things like Spring Break or for specific subjects like College Physics II, leading to confusion and wasted trips.
 - Limited Availability/Accessibility: There's a perceived majority of available time in the late afternoon, with a request for more morning hours for commuters.
 - Need for Online Options: Some students desired more online help due to inability to go to campus early in the week.
 - System for Asking Questions: The math lab specifically "could use a better system for asking questions".
 - Difficulty Finding Science Tutoring: It was "difficult to understand where to go" for science tutoring.
 - Lack of Tutor Choice: A student expressed a desire to choose their own tutor, similar to the system at UAF.
 - Lack of Resources: There's a suggestion for more models to be available at the library/learning commons.
 - One student mentioned stopping tutoring for problem-solving help and instead relying more on generative AI, indicating a potential shift in student resource utilization.

Impact on Student Learning:

- Tutoring has helped students develop skills, gain understanding of concepts, and improve clarity and conciseness in their work.
- Students learned valuable strategies, such as how to structure essays before writing.
- The exposure to tutors with strong study skills and knowledge has positively influenced students.

In essence, the tutoring services at UAA are highly valued for their support, especially in writing, and for the positive qualities of the tutors themselves. However, there are significant opportunities for improvement in subject-specific expertise for advanced courses, scheduling accuracy and flexibility, and overall system clarity.

Program Outcomes

When providing data on students for academic outcomes, the following criteria were used:

- Degree-seeking students
- UAA-based students (any UAA campus)

Persistence Rates

This results in a smaller number of students than the unique student count of students who utilized tutoring services.

Fall 2024 to Spring 2025

Humanities Programs	Total Students: 494	Average Persistence Rate: 86.0%
Less than 2.0 Cumulative GPA	36	63.9%
2.0 – 2.99 Cumulative GPA	95	85.3%
3.0 Cumulative GPA or greater	363	88.4%

STEM Programs	Total Students: 244	Average Persistence Rate: 87.3%
Less than 2.0 Cumulative GPA	8	37.5%
2.0 – 2.99 Cumulative GPA	49	79.6%
3.0 Cumulative GPA or greater	187	91.4%

Spring 2025 to Fall 2025

Humanities Programs	Total Students: 337	Average Persistence Rate: 76.3%
Less than 2.0 Cumulative GPA	23	47.8%
2.0 – 2.99 Cumulative GPA	61	83.6%
3.0 Cumulative GPA or greater	252	77.0%

STEM Programs	Total Students: 191	Average Persistence Rate: 82.2%
Less than 2.0 Cumulative GPA	6	0%
2.0 – 2.99 Cumulative GPA	58	79.3%
3.0 Cumulative GPA or greater	126	87.3%

Retention Rates: 1st Year Student Fall-to-Fall retention

When providing data on students for retention rates specifically, the following criteria were used:

- Degree-seeking students
- UAA-based students (any campus)
- Freshman Classification as of Fall 2024

Humanities Programs	Total Students: 194	Average Persistence Rate 73.2%
Less than 2.0 Cumulative GPA	20	45.0%
2.0 – 2.99 Cumulative GPA	36	63.9%
3.0 Cumulative GPA or greater	138	79.7%

STEM Programs	Total Students: 48	Average Persistence Rate: 68.8%
Less than 2.0 Cumulative GPA	3	0.0%
2.0 – 2.99 Cumulative GPA	10	50.0%
3.0 Cumulative GPA or greater	35	80.0%

Grade Point Average (GPA)

Term GPA

Fall 2024 + After	Humanities Programs			STEM Programs		
Fall 2024 Term GPA	3.25	494 students	Δ	3.21	244 students	Δ
Spring 2025 Term GPA	3.17	425 students	-2.5%	3.26	213 students	+1.6%

Fall 2024 + Before	Humanities Programs			STEM Programs		
Spring 2024 Term GPA	3.24	260 students	Δ	3.28	163 students	Δ
Fall 2024 Term GPA	3.27	260 students	+0.9%	3.20	163 students	-2.4%

Spring 2025	Humanities Programs			STEM Programs		
Spring 2025 Term GPA	3.30	337 students	-	3.10	191 students	-

Spring 2025 + Before	Humanities Programs			STEM Programs		
Fall 2024 Term GPA	3.25	268 students	Δ	3.27	166 students	Δ
Spring 2025 Term GPA	3.32	268 students	+2.2%	3.11	166 students	-4.9%

Cumulative GPA

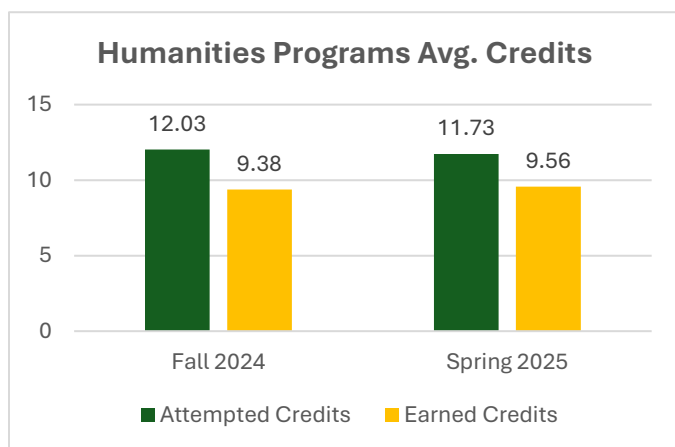
Fall 2024 + After	Humanities Programs			STEM Programs		
Fall 2024 Cumulative GPA	3.23	494 students	Δ	3.31	244 students	Δ
Spring 2025 Cumulative GPA	3.28	425 students	+1.5%	3.39	213 students	+2.4%

Fall 2024 + Before	Humanities Programs			STEM Programs		
Spring 2024 Cumulative GPA	3.27	260 students	Δ	3.36	163 students	Δ
Fall 2024 Cumulative GPA	3.30	260 students	+0.9%	3.33	163 students	-0.9%

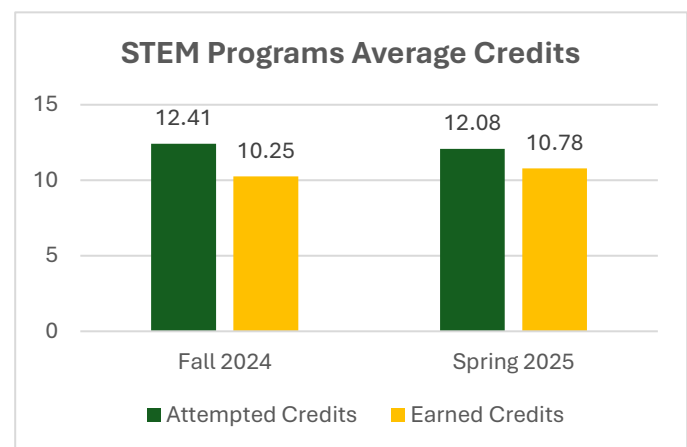
Spring 2025	Humanities Programs			STEM Programs		
Spring 2025 Cumulative GPA	3.26	337 students	-	3.21	191 students	-

Spring 2025 + Before	Humanities Programs			STEM Programs		
Fall 2024 Cumulative GPA	3.31	268 students	Δ	3.31	166 students	Δ
Spring 2025 Cumulative GPA	3.31	268 students	No change	3.26	166 students	-1.5%

Credits



Change in Attempted Credits: -2.5% decrease
Change in Earned Credits: +1.9% increase



Change in Attempted Credits: -2.7% decrease
Change in Earned Credits: +5.2% increase

PROGRAM 2: LEARNING ASSISTANTS

For purposes of this report across, services and stakeholders, the Learning Assistant Program is broken into 3 categories: students, Learning Assistants, and faculty.

Program Services

Students

What makes the Learning Assistant program distinct in its focus compared to a Supplemental Instruction program is its focus on peer instructors situated within the classroom engaging in Learning Activities led by the Course Instructor. However, other services can be provided that take place outside of the classroom. At UAA – the Learning Assistant program provides four general types of services to students:

- In-class active Learning Activities
 - This can be as simple Learning Assistants floating around the classroom answering questions as students work individually or in groups. It can also be as structured as Learning Assistants collaborating or leading structured activities for groups of students or the class.
- Out-of-class Office Hours
 - Set days and times the Learning Assistants make themselves available either in-person or remotely, where students can drop by ad-hoc with questions they want to ask the Learning Assistant about course content. The Learning Assistant does not prepare material ahead of time, but is available to answer questions students come with.
- Recitation Sessions
 - Set days and times (often, though not always, immediately following the class session for the day) where the Learning Assistant has pre-emptively prepared slides, a mini-lecture, or other engaging content to present to students. Recitation sessions are intended to supplement the instructor's lecture or other course content for that day/week.
- Outreach for asynchronous / individual meetings
 - This is similar to the tutoring model, where students and Learning Assistants meet one-on-one to go over any notes or questions that students may need help with, to understand the course material. This service is particularly helpful for asynchronous online courses, where there is no set days and times that Learning Assistants can be introduced to the class as a whole.

Learning Assistants

Learning Assistants are provided three general services to prepare them for their work in their LA course:

- Pedagogy Course
 - A course where Learning Assistants are provided training on skills necessary to be an effective LA. They are also given information about resources available to students at UAA, for them to refer to students as necessary.
 - The pedagogy course is mandatory for all new Learning Assistants (for their first semester as an LA) and is available to all returning Learning Assistants as desired or needed.
 - The Pedagogy Course is front loaded with lessons weekly to ensure students learn essential skills early in the semester. After the first 5 weeks, the Pedagogy Course meets monthly and provides online trainings.
- Weekly Meetings with Lead Faculty
 - Learning Assistants are expected to meet with their Lead Faculty weekly throughout the semester. This is an opportunity for LAs to prepare for the following week's lecture/activities. It can be used for activity planning, provide feedback to the instructor, and strategy building for the best use of the LA in that class.
- Ad-hoc Meetings with Program Director
 - Individual supervision 1:1s to provide the LAs the opportunity to give feedback, raise concerns, or share experiences with the Program Director. These meetings are generally ad hoc, though frequency is based on the student's performance.

Faculty

- Faculty orientation
 - Faculty are provided a short orientation about the Learning Assistant program, its differentiation from the Supplemental Instruction model, and the goal of utilizing LAs within their own classrooms.
- Community of Practice
 - UAA utilizes an informal model of “communities of practice” for the LA program. Communities of Practice are an opportunity for faculty to meet and share practices and experiences with each other. These meetings provide faculty with the opportunity to ask questions and give advice. UAA does not offer formally structured communities of practice, but encourages faculty to engage with one another. Small “pockets” have organically formed, largely self-organized by subject. This includes Anatomy + Physiology faculty, Accounting faculty, and Math faculty.
- Weekly Meetings with Learning Assistants
 - Lead Faculty are expected to meet with their Learning Assistants weekly throughout the semester. This is an opportunity for faculty to get feedback about the class, and prepare their lectures and LA learning activities for future weeks.

Learning Assistant Courses & Sections Enrollment

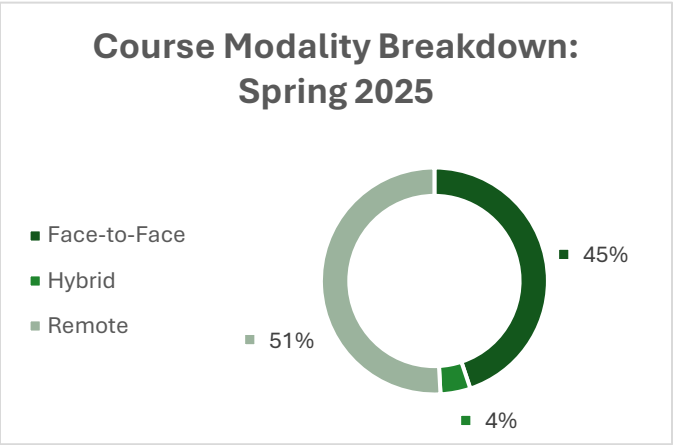
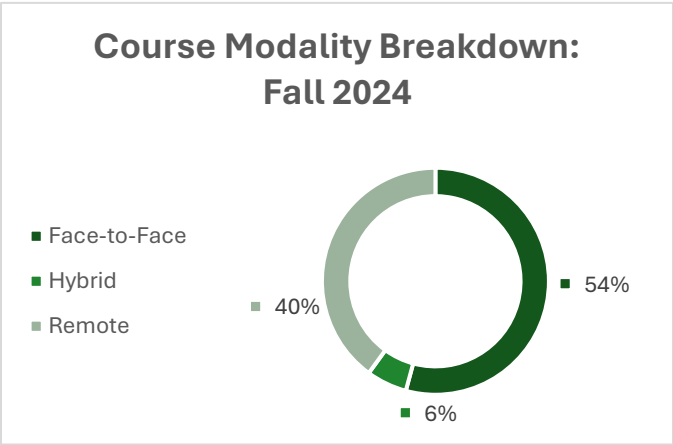
Course	Fall 2024		Spring 2025	
	Enrollment	Percentage	Enrollment	Percentage
ACCT 101	82	100%	38	100%
ACCT 102			45	100%
ACCT 201	12	17.6%	5	7.7%
BIOL 111	379	95.7%	249	100%
BIOL 112	104	100%	178	92.7%
BIOL 240	104	100%	109	100%
ECON 101	166	78.3%	151	75.9%
MATH 055			21	13.2%
MATH 104	21	31.8%		
MATH 105	89	22.4%	29	11.6%
MATH 151	29	17.4%		
MATH 152			19	25.0%
MATH 155			17	100%
MATH 251F	42	100%		
MATH 252F			28	100%
PSY 111	44	24.3%		
PSY 200	25	25.3%	22	30.6%
PSY 260	13	100%	46	100%
STAT 200	23	22.1%		
WRTG 090	14	38.9%		
WRTG 110			21	19.1%
WRTG 111	32	4.5%	33	6.7%
WRTG 211	21	16.4%	21	19.4%
WRTG 213			22	9.8%

See the full list of courses and sections with LAs vs. No LAs [in Appendix B.](#)

See the full list of courses/sections and their modalities [in Appendix C.](#)

Learning Assistant Course Modality Breakdown

	Face-to-Face		Hybrid		Remote	
Fall 2024	702	54.2%	75	5.8%	518	40%
Spring 2025	473	44.9%	45	4.3%	536	50.9%



Program Stakeholders

Students

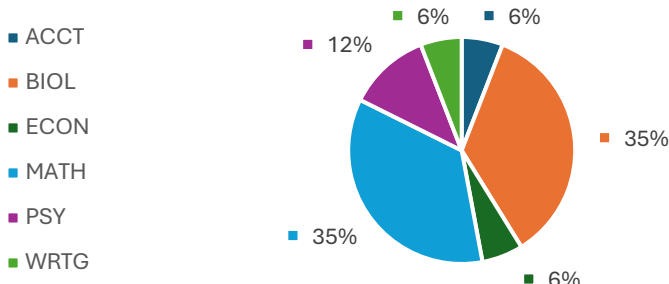
Student Survey (Spring 2025)

Responses: 34 students

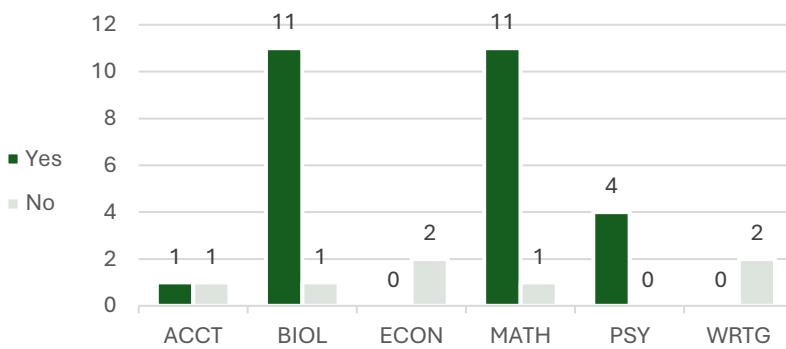
Response Rate: 3.8%

	Respondent per Course
ACCT A101	1
ACCT A102	1
BIOL A111	3
BIOL A112	9
ECON A101	2
MATH A152	10
MATH A251F	2
PSY A200	1
PSY A260	3
WRTG A110	1
WRTG A111	1

LA Student Survey - Respondent Courses



Students interacted with LA



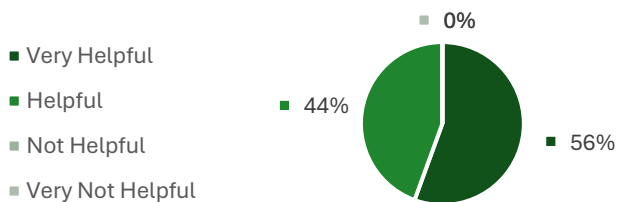
Why did you not engage with your LA this semester (for those who said "No").

- I did not need academic support 2
- I preferred to use other resources 4
- I felt uncomfortable approaching the LA 1
- I was not aware that there was an LA 1

How helpful was the Learning Assistant in enhancing your understanding of difficult concepts?

	ACCT	BIOL	ECON	MATH	PSY	WRTG
Very Helpful	1	7	0	4	3	0
Helpful	0	4	0	7	1	0
Not Helpful	0	0	0	0	0	0
Very Not Helpful	0	0	0	0	0	0

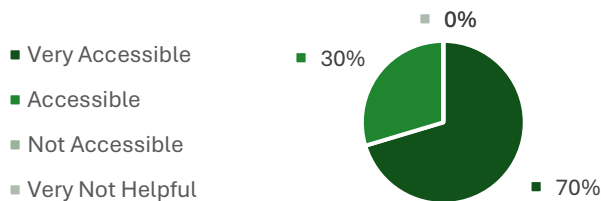
How helpful was the LA in enhancing your understanding of difficult concepts?



How accessible was the Learning Assistant when you needed help?

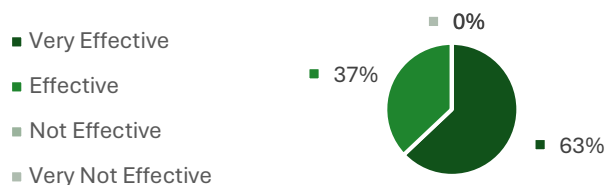
	ACCT	BIOL	ECON	MATH	PSY	WRTG
Very Accessible	1	9	0	6	3	0
Accessible	0	2	0	5	1	0
Not Accessible	0	0	0	0	0	0
Very Not Accessible	0	0	0	0	0	0

How accessible was the Learning Assistant when you needed help?



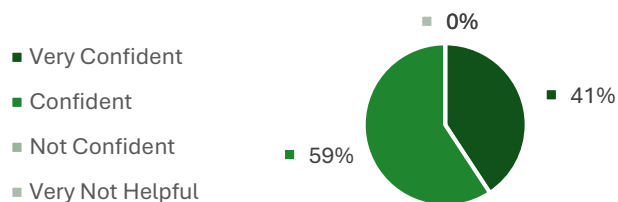
How effective was the Learning Assistant in communicating concepts and answering questions?						
	ACCT	BIOL	ECON	MATH	PSY	WRTG
Very Effective	0	8	0	6	3	0
Effective	1	3	0	5	1	0
Not Effective	0	0	0	0	0	0
Very Not Effective	0	0	0	0	0	0

How effective was the Learning Assistant in communicating concepts and answering questions?



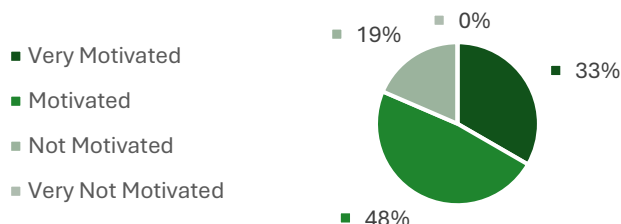
How confident has having the LA in class made you feel about passing this class?						
	ACCT	BIOL	ECON	MATH	PSY	WRTG
Very Confident	0	6	0	3	2	0
Confident	1	5	0	8	2	0
Not Confident	0	0	0	0	0	0
Very Not Confident	0	0	0	0	0	0

How confident has having the LA in class made you feel about passing this class?



How motivated were you to engage with your class due to your LA?						
	ACCT	BIOL	ECON	MATH	PSY	WRTG
Very Motivated	0	5	0	2	2	0
Motivated	1	5	0	5	2	0
Not Motivated	0	1	0	4	0	0
Very Not Motivated	0	0	0	0	0	0

How motivated were you to engage with your class due to your LA?



Is there anything that your Learning Assistant did that stood out as being exceptionally helpful?

This question focused on the positive contributions of Learning Assistants (LAs).

ACCT A101:

- An LA was able to help at the last minute.

BIOL A111:

- LAs used their own PowerPoints.
- They provided off-class summaries/recitations.
- They actively interacted with students during class.
- Active recall with students was a key helpful technique.
- Mina was highlighted for her availability and answering questions during recitations.
- Several LAs (Anna, Hailey, Alex, Erica) were noted for being consistently available in the LA section of the library to help.
- Mina specifically put in "hours of work into the success of others," hosting late-night review sessions both in-person and on Zoom, and over the weekend.

BIOL A112:

- Recitations were universally loved and found very helpful.
- Mina's recitations and slides were specifically mentioned as helpful.
- Alex was noted for posting weekly worksheets to enhance learning and ensure understanding of topics, even material not directly on tests but helpful for concepts like those on the MCAT.
- LAs helped by running Kahoots and providing recitations.
- An LA helped keep the professor on track during lectures.
- LAs always offered to help and were engaging.

MATH A152:

- LAs were very descriptive with explanations.
- They gave different ways/perspectives of certain topics.
- They helped during class assignments.
- LAs walked around and helped students walk through problems.
- One LA was perceived to know more than the professor sometimes and helped the professor.
- LAs would walk around class to check on students during each subject.
- When asked for help, LAs guided students through problems instead of doing it for them.

MATH A251F:

- Jared was singled out for making himself available by any means, reaching out to every student, and coordinating with the professor.
- LAs offered very flexible hours and contact methods.

PSY A200:

- The LA was excellent at providing examples and explaining concepts more.
- The LA was described as very friendly and accessible.

PSY A260:

- Students received instant support.
- Maddie was described as "very down to earth" and able to find new ways to explain concepts when a student didn't understand something.
- One student noted that Maddie was easier to understand than the teacher for difficult concepts, particularly over Zoom due to the teacher's accent, leading the teacher to have her explain those topics.

Is there anything you wish your Learning Assistant would have done differently?

This question sought constructive criticism and suggestions for improvement. Many responses indicated satisfaction with current LA performance.

BIOL A111:

- Students largely expressed high satisfaction, stating "no they were great!" and "No, keep up the great work".
- One suggestion was to "try Kahoot or Quizlet games to make active recall more fun".

BIOL A112:

- A common sentiment was "N/A," "No," or "Nope." One student added, "NOPE! They were all so sweet and amazing".
- One suggestion was to "make the recitations a little longer" as parts sometimes had to be skipped, though acknowledging this might be too much.
- One LA "talked extremely loud" and suggested LAs "could work on adapting when talking to diff people".

PSY A200:

- One suggestion was "Perhaps participate in lectures," but overall the LA "did really well".

PSY A260:

- Responses were "Na" and "Nope".
- One suggestion was to "organize tasks or set reminders".

Are there any recommendations you would like to provide the Learning Commons and Office of Student Success about the Learning Assistant program?

ACCT A102, BIOL A112, ECON A101, MATH A152, WRTG A110, WRTG A111:

- The predominant response was "**Nope**," "**No**," "**Nothing**," or "**No recommendations**," indicating satisfaction or no immediate program-level issues from these courses.

ECON A101:

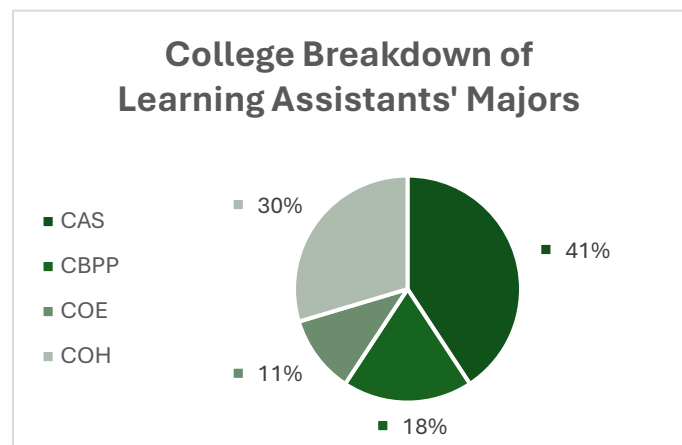
- A specific recommendation was to "**Require them to attend all (or at least 80% of the classes)**" because the LA for Jim Murphy's class was only present for about two weeks at the beginning of the semester.

In essence, the Learning Assistant program appears to be a highly valued resource, with LAs frequently praised for their helpfulness, availability, and effective teaching strategies, especially in subjects like Biology and Psychology. While there's strong satisfaction, minor suggestions for improvement include optimizing recitation length, varying teaching methods (e.g., Kahoots), and ensuring consistent LA attendance in classes.

Learning Assistants

College and Major Breakdown

	Count
Arts & Sciences (CAS)	11
Anthropology	1
Biological Sciences	2
English	3
Exploratory	1
Journalism & Public Communication	1
Mathematics	2
Natural Sciences	1
Psychology	2
Business & Pub. Policy (CBBP)	5
Accounting	3
Economics	1
Management	2
Engineering (COE)	3
Computer Science	3
Health (COH)	8
Health Sciences	2
Medical Laboratory Science	1
Dental Hygiene (Pre-Major)	2
Nursing (Pre-Major)	1
Pre-Medical Studies	2
Honors College	3



Responses:

Fall 2024: 18

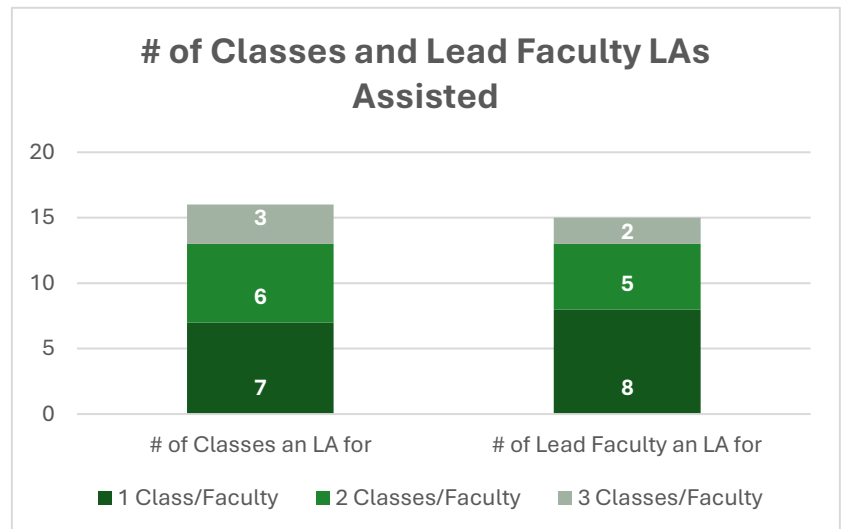
Spring 2025: 16

New Learning Assistants:

Fall 2024: 12 (66.7%)

Spring 2025: 4 (25.0%)

Course Modality per LA	Count	Percentage
In-Person	12	75.0%
Online (Synchronous)	3	18.8%
Online (Asynchronous)	4	25.0%

**Expectations of hours spent working:**

	Average Expectation	Standard Deviation (SD)	SD Range
Fall 2024	8.5	3.9	4.6 - 12.4
Spring 2025	10.1	3.7	6.4 - 13.8

Note: 1 Standard Deviation = 68% of values provided by respondents. For example, in Fall 2024, from the responses provided by LAs for how much they expected to work, 68% of the range in values they provided fall between 4.6 and 12.4 hours. Standard Deviation is an indicator of how widespread the responses are. The larger the SD, the more extreme the outliers. In this case, for both Fall and Spring there's a wide range in values provided by LAs. This is likely indicative of different LAs being hired with varying expectations of how much they will be working beyond the minimum expectations (may be unique for each LA). There is a slightly smaller range in expectations in the Spring compared to the Fall. It is possible this is due to the new LAs who joined the program and other previous LAs not returning from the Fall; it is also possible that LAs' expectations shifted (even if slightly) after working in the Fall to a more realistic time commitment.

Reality of hours spent working:

	Average Reality	Standard Deviation (SD)	SD Range
Fall 2024	8.3	3.7	4.6 - 12.0
Spring 2025	9.9	4.0	5.9 - 13.9

Scale out of 3

1 = Disagree
2 = Neutral
3 = Agree

Factors contributing to LA Development

Factors	n* Fall 2024	Scale out of 3 Fall 2024	n* Spring 2025	Scale out of 3 Spring 2025
Orientation	17	2.9	13	2.8
Pedagogy Trainings	18	2.9	15	3.0
Online Peer Educator Trainings	11	2.5	11	2.5
Weekly Prep Meetings with Faculty	18	2.9	16	2.8
Time in Class helping peers	18	2.9	15	3.0
Time outside of Class helping peers	18	2.8	16	2.7

*Sample size (n) does not include students who indicated "N/A" for factors

Pedagogy Topics contributing to LA's development

Topics	n* Fall 2024	Scale out of 3 Fall 2024	n* Spring 2025	Scale out of 3 Spring 2025
What is Learning? (Zull Article)	16	2.8	10	2.9
Questioning & Wait Time (Open, Closed Questions)	16	2.9	11	3.0
Growth Mindset (guest speaker, Messaging Matters)	16	2.9	9	2.8
Listening and Feedback (Butterfly Picture)	16	3.0	11	2.9
Working with English Language Learners (H. Teel)	16	2.9	-	-
Returning LAs Presentation (Tips and Tricks)	16	2.8	-	-

Were the following things useful?

Items	n* Fall 2024	Scale out of 3 Fall 2024	n* Spring 2025	Scale out of 3 Spring 2025
Blackboard Ultra LA Training	-	-	12	2.5
Google Space / Google Chat (Business)	-	-	16	2.9
Google Space / Google Chat (Social)	-	-	15	2.5
Google Calendar Invites for Training	-	-	15	2.8

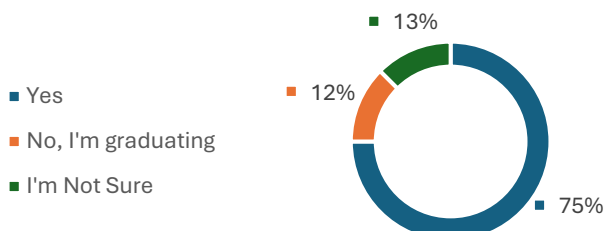
Sense of Program Support

Items	n* Fall 2024	Scale out of 3 Fall 2024	n* Spring 2025	Scale out of 3 Spring 2025
There is a place in the LA Community for LAs who work in classes like mine.	18	3.0	16	3.0
The LA Program understands the challenges and successes I experience as an LA.	18	2.9	16	3.0
I felt supported by my supervisor (Kearney).	18	3.0	16	3.0
I felt supported by my Lead Faculty	18	2.9	16	2.9
I felt supported by my fellow LAs in the program.	18	2.8	16	2.9

Please check all the things you did as an LA this semester:

Actions	n* Fall 2024	%	n* Spring 2025	%
Weekly Meetings with Faculty (In-Person)	-	-	15	93.8%
Weekly Meetings with Faculty (Zoom)	-	-	3	18.8%
Office Hours (In-Person)	-	-	12	75.0%
Office Hours (Zoom/Online)	-	-	7	43.8%
Review Sessions (In-Person)	-	-	12	75.0%
Review Sessions (Zoom/Online)	-	-	8	50.0%
Student Check-in via Email	-	-	11	68.8%
Posted an introductory video on Blackboard/Teams	-	-	11	68.8%
Responded to discussions/posted on BB/Teams	-	-	10	62.5%

Are you returning for AY26?



Is there anything else you spent time on this semester that was not listed above?

The responses to this question reveal that Learning Assistants (LAs) consistently engage in activities beyond their formal duties, primarily focused on preparing supplementary materials and offering personalized support. Key findings include:

- **Material Preparation:** LAs frequently spent time prepping work materials like worksheets and practice problems. This included creating templates for financial statements, making optional quiz-like questions, and putting together presentations for in-class delivery. Several LAs also mentioned reviewing and preparing materials for recitations.
- **Personalized Student Support:** Beyond scheduled office hours, LAs engaged in one-on-one study/tutor sessions with students. One LA specifically highlighted creating an introductory page with a "SEND HELP" section that listed various ways to contact them, showing proactive efforts to be accessible.
- **In-Class Presentations/Explanations:** Some LAs took the initiative to give 15-minute presentations to explain assignments in their own words, offering different perspectives that they believed were helpful to students. Another LA put together and presented a few presentations directly in class.
- **Administrative & Self-Improvement:** LAs also managed creating Blackboard announcements for office hours and study guides, and one LA mentioned spending time out of class to fix their own notes.

What was the most impactful part of being an LA this semester?

The most impactful aspects of being an LA this semester centered around witnessing student growth and making meaningful connections. Key findings include:

- **Student Learning and Confidence:** The most frequently cited impact was seeing students learn, understand concepts, and feel confident. LAs found it rewarding to see "concepts click and make sense of information" and to be part of the process where students "connect the dots and feel proud of themselves for figuring things out". This also extended to seeing students apply knowledge to projects.
- **Personal Connection and Empathy:** LAs highly valued fostering personal relationships with students. Some LAs expressed deep empathy, noting they loved answering questions they once struggled with and understanding what current students were going through. One LA shared a profound experience where students opening up about personal issues helped the LA through their own struggles, highlighting the mutually beneficial nature of the "professional friend" dynamic and creating a "safe environment".
- **Empowerment and Realization:** LAs found it impactful to empower students in their writing and to witness students who initially struggled or disliked a subject realize that they actually liked the content.
- **Recitations and Feedback:** Holding recitations was specifically highlighted as impactful for interacting with students and advocating for learning supports. Receiving positive feedback from students about their helpfulness was also a significant part of the experience.
- **Professional Growth:** Some LAs also found impact in getting closer to their lead faculty and expanding their role to gain better insight into career opportunities.

What was the biggest challenge you faced being an LA this semester?

The overwhelming biggest challenge faced by LAs this semester was **student engagement**. This challenge manifested in various forms:

- **Lack of Student Interaction/Participation:** LAs consistently struggled with getting students to interact, participate, and ask questions. This was reported across different classes, with some LAs noting students were silent, had their heads down during group work, and would only respond non-verbally.

- **Office Hours/Resource Utilization:** A related challenge was getting students to actually use LAs as a resource, including getting them to come to office hours (even via Zoom). Many LAs reported that students they reached out to did not reply, making it difficult to get a response.
- **Online Class Engagement:** LAs found it particularly difficult to connect with and get online students to warm up to them, noting it was "much more difficult to connect with the students when compared to in-person classes".
- **Navigating Boundaries:** Some LAs faced challenges related to maintaining professionalism and setting boundaries, particularly when personal relationships (e.g., with friends or roommates' friends) intersected with their LA role.
- **Confidence in Knowledge:** One LA mentioned feeling confident in their own knowledge as a challenge, and another noted difficulty "just getting used to the job! Where the boundaries are, what to respond with, etc.".
- **Specific Student Groups:** One LA highlighted the challenge of getting ANSEP students to feel comfortable engaging and keeping up with assignments, recognizing they might feel out of place.

Do you have any other comments or suggestions?

LAs offered several constructive suggestions for enhancing the program, largely focused on improving LA-student connections and program consistency. Key recommendations include:

- **Enhanced LA Training and Community:** There's a suggestion that all LA trainings should be mandatory for all LAs, including returners, to strengthen the LA community. It was also suggested that discussions on technology tools and increasing interaction be held earlier in the semester. One LA also recommended that past LAs write useful tips for incoming LAs.
- **Early Semester LA Visibility:** A significant suggestion was for some kind of start-of-semester event to familiarize students with LAs or the LA role early on, to "kick off good relations".
- **LA Placement Considerations:**
 - It was suggested that LAs selected for online classes should be experienced LAs due to the greater difficulty in connecting with online students.
 - Another recommendation was to consider class size when deciding if an LA is needed, as small classes (e.g., 2-3 students) can leave LAs with little to do even after proactive outreach.
- **Creative Teaching Methods:** One LA noted that the LA program for accounting might differ and suggested focusing on creative ways to teach the content.
- **Consistent Engagement Efforts:** One LA reiterated the ongoing need to "keep trying to get as many students involved in class and activities and office hours as possible".

These suggestions collectively emphasize the desire for a more cohesive, strategically deployed, and highly visible LA program that can more effectively foster student engagement from the outset.

Faculty

Fall 2024 Survey & Reflections

Faculty Experience	n	%
New Faculty (1 semester)	9	47.4
Returning Faculty (>1 semester)	10	52.6

Faculty Experience	n	%
College of Arts & Sciences	8	42.1
College of Business & Public Policy	4	21.1
College of Engineering	0	-
College of Health	0	-
Community & Technical College	7	36.8
School of Education	0	-

Faculty Self-Evaluation

How successful do you feel you were at implementing active learning pedagogy in your LA course(s) this semester?

Faculty Experience	n	%
<i>Not Very Successful</i>	2	10.5
<i>Moderately Successful</i>	5	26.3
<i>Pretty Successful</i>	6	31.6
<i>Very Successful</i>	6	31.6
Overall Average Score	2.84	out of 4

Scale out of 4

- 1 = Not Very Successful
- 2 = Moderately Successful
- 3 = Pretty Successful
- 4 = Very Successful

What went well regarding working with an LA and working with the LA Program?

- Increased opportunities for in-class feedback and more approachable resource.
- Increased availability for out-of-class support for students, especially immediately after class.
- Closes the gap between instructor and students
- LA was good at thinking on her feet, helpful for not scripted style of teaching. After class meetings were helpful, LA could come forward with student struggles and brainstorm course changes.
- Students appreciated the LA's support in getting ready for major projects.
- Breakout groups generally went well.
- LA can help with brainstorming about pedagogy, and the need to cover a topic again.
- Feedback from LA can help improve teaching, and significantly increase interaction with students.
- Incorporating active learning proved to be a big benefit, including being transparent on the rationale for that teaching method.

What barriers did you encounter trying to incorporate active learning into your pedagogy? If anything, what would you do differently regarding working with an LA in future semesters?

- Asynchronous is difficult to manage, especially with courses that require a substantial amount of memorization.
- Struggling to balance teaching everything with activities.
- Struggled to get students to reach out to the LA in the classroom, and to use LA office hours.
- Managing time is tricky. Also, would rather work with a "B" student as an LA who is more socially adept, than an "A" student from the course who doesn't know how to engage students.
- My teaching style is specific, and may not be comfortable for all LAs. In the future, I want to ask my LA to keep notes on how to improve engagement with students and better incorporate LAs in the classroom.
- I don't like small groups, and it seems like LAs are very small group focused, so trying to find a way to include the LA in other forms of instruction.
- Live Zoom students engaged much less than in-person students (virtual is a challenge).
- I do active learning at an individual level, not necessarily a team level. Some future training for faculty and LAs on how to incorporate TEAM based learning paradigms and pedagogy would be helpful.
- There was no time that all the LAs could meet with me - I should have met at least with a few.
- I still need to talk less in class, and also shift students' mindset to think of math as a collaborative process that can be talked through.
- Personal health matters meant I didn't have time or energy to do what I wanted. It was also a new course for me to teach and I didn't anticipate all the needs of the students.
- Asynchronous is a barrier.
- I need to think through specific activities designed to require student participations to enhance their learning (and use the LA to facilitate these activities).

Is there anything else you would like the Office of Student Success to know about your experience with the LA Program?

"This is the best student success program I have experienced in my 30 years at UAA. I am surprised because I was reluctant to join. (I was practically bullied into doing this!) Now I wish I had had an LA for all 30 years."

- Sarah Kirk

Recommendation of the Program:

100% of survey respondents recommend the program to their colleagues

Program Outcomes

When providing data on students for academic outcomes, the following criteria were used:

- Degree-seeking students
- UAA-based students (any UAA campus)

Persistence Rates

This results in a smaller number of students than the unique student count of students who utilized tutoring services.

Fall 2024 to Spring 2025

Learning Assistant Program	Total Students: 904	Average Persistence Rate: 84.4%
Less than 2.0 Cumulative GPA	100	56.6%
2.0 – 2.99 Cumulative GPA	240	81.7%
3.0 Cumulative GPA or greater	564	90.6%

Spring 2025 to Fall 2025

Learning Assistant Program	Total Students: 746	Average Persistence Rate: 79.1%
Less than 2.0 Cumulative GPA	56	37.5%
2.0 – 2.99 Cumulative GPA	200	75.0%
3.0 Cumulative GPA or greater	489	85.5%

Retention Rates: 1st Year Student Fall-to-Fall retention

When providing data on students for retention rates specifically, the following criteria were used:

- Degree-seeking students
- UAA-based students (any campus)
- Freshman Classification as of Fall 2024

Learning Assistant Program	Total Students: 334 Students	Average Persistence Rate: 68.6%
Less than 2.0 Cumulative GPA	64	40.6%
2.0 – 2.99 Cumulative GPA	96	61.5%
3.0 Cumulative GPA or greater	174	82.8%

Grade Point Average (GPA)

Term GPA

Fall 2024 + After	Learning Assistant Program		
Fall 2024 Term GPA	2.73	904 students	Δ
Spring 2025 Term GPA	2.92	763 students	+7.0%

Fall 2024 + Before	Learning Assistant Program		
Spring 2024 Term GPA	3.12	465 students	Δ
Fall 2024 Term GPA	2.79	465 students	-10.6%

Spring 2025	Learning Assistant Program		
Spring 2025 Term GPA	2.93	746 students	-

Spring 2025 + Before	Learning Assistant Program		
Fall 2024 Term GPA	3.23	632 students	Δ
Spring 2025 Term GPA	2.93	632 students	-9.3%

Cumulative GPA

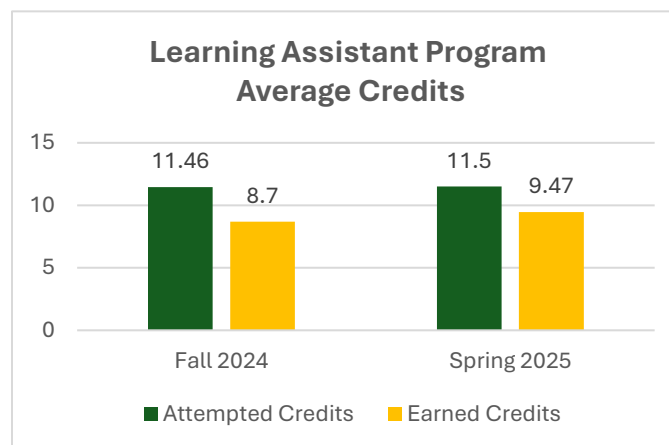
Fall 2024 + After	Learning Assistant Program		
Fall 2024 Cumulative GPA	2.98	904 students	Δ
Spring 2025 Cumulative GPA	3.09	763 students	+3.7%

Fall 2024 + Before	Learning Assistant Program		
Spring 2024 Cumulative GPA	3.24	465 students	Δ
Fall 2024 Cumulative GPA	3.17	465 students	-2.2%

Spring 2025	Learning Assistant Program		
Spring 2025 Cumulative GPA	3.12	746 students	-

Spring 2025 + Before	Learning Assistant Program		
Fall 2024 Cumulative GPA	3.27	632 students	Δ
Spring 2025 Cumulative GPA	3.16	632 students	-3.4%

Credits



Change in Attempted Credits: +0.3% increase

Change in Earned Credits: +8.9% increase

PROGRAM 3: ACADEMIC COACHING

Program Services

Academic Coaching provides a service similar to the Tutoring Programs, conducted in one-on-one sessions to discuss the topic students need assistance with. Sessions range from approximately 30-45 minutes and can be conducted via drop-in (in-person) or scheduled (zoom or in-person). Session topics address the following services:

- Goal Setting
- Notetaking and Study Skills
- Technology or Software Help
- Test Prep & Anxiety
- Time Management

Academic Coaches also serve as a de facto front desk for the Learning Commons, directing students to tutoring services or other campus locations, such as the Testing Center on the 2nd floor of the Consortium Library. This service is generally provided and not quantified or tracked.

Academic Coach Training

Academic Coaches are provided an introductory training by the Program Director, and thereafter as scheduled or as needed ad-hoc. These trainings cover skills on teaching time management and feedback giving. They also provide guest speaker sessions to go over UAA departments and resources. For AY26, trainings will be switching to a bi-weekly model.

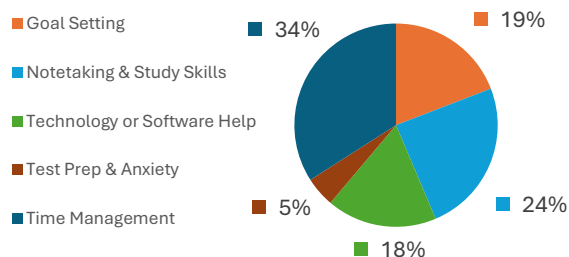
Sessions

Total Sessions	F24	S25	AY25
Goal Setting	20	16	36
Notetaking and Study Skills	36	10	46
Technology or Software Help	23	10	33
Test Prep & Anxiety	8	1	9
Time Management	37	27	64
Total	98	53	151

Unique Students	F24	S25	AY25	1st Appt.
Goal Setting	17	13	30	83.3%
Notetaking and Study Skills	28	7	35	76.1%
Technology or Software Help	16	7	23	69.7%
Test Prep & Anxiety	7	1	8	88.8%
Time Management	27	14	39	60.9%
Total	65	31	94	62.3%

Average Duration (Min.)	F24	S25	Δ
Goal Setting	23.6	34.2	28.3
Notetaking and Study Skills	24.1	37.3	27
Technology or Software Help	25.0	44.0	30.8
Test Prep & Anxiety	25.3	30.0	25.8
Time Management	22.7	27.2	24.6
Total Average	22.4	31.6	25.6

Total Sessions AY25



Percentage of Duplicate Appointments



The fact that the Fall average duration of sessions is smaller than all subgroups suggests there are likely a small number of outliers that inflated the average of some specific services. (e.g. a few students might have needed a lot more time with technology help than others, who only had quick questions). The fact that the average duration of appointment in the Spring was substantially longer is interesting. One possible explanation is that with increased experience, Coaches could engage students with more nuanced or complex assistance that takes more time.

Appointment Summaries

70 Appointments Scheduled

50 Appointment Summaries Filed: 71.4% rate

Attendance Breakdown

	F24	S25	AY25
Scheduled	42	28	70
Drop-In	67	31	98

Scheduled	F24		S25	
No Show	2	6.5%	1	4.5%
Cancelled	9	29.0%	5	22.7%

FALL 2024: DAY x MONTH HEAT MAP

	August	September	October	November	December	Total
Monday	-	6%	4%	1%	1%	12%
Tuesday	6%	10%	10%	-	-	26%
Wednesday	2%	2%	7%	1%	-	12%
Thursday	4%	13%	6%	3%	1%	27%
Friday	1%	1%	5%	5%	-	12%
Sunday	-	2%	4%	5%	-	11%
Total	13%	34%	36%	15%	2%	100%

FALL 2024: DAY x HOUR HEAT MAP

	Monday	Tuesday	Wednesday	Thursday	Friday	Sunday	Total
9am	-	1%	1%	2%	-	-	4%
10am	1%	-	-	5%	1%	-	7%
11am	3%	2%	4%	2%	6%	1%	18%
12pm	3%	-	2%	-	2%	1%	8%
1pm	3%	-	1%	3%	2%	2%	11%
2pm	-	-	-	4%	1%	1%	6%
3pm	2%	5%	4%	7%	-	2%	20%
4pm	-	15%	-	-	-	-	15%
5pm	-	2%	-	2%	-	4%	8%
6pm	-	1%	-	2%	-	-	3%
Total	12%	26%	12%	27%	12%	11%	100%

FALL 2024: WEEKLY HEAT MAP

Weeks of the Semester	Appointment %
W1: August 26	0%
W2: September 2	14%
W3: September 9	5%
W4: September 16	11%
W5: September 23	7%
W6: September 30	10%
W7: October 7	7%
W8: October 14	13%
W9: October 21	11%
W10: October 28	4%
W11: November 4	2%
W12: November 11	7%
W13: November 18	3%
W14: November 25	4%
W15: December 2	0%
W16: December 9	2%

It is notable that one of the highest periods of demand was the second week of the semester. This is in contrast to the tutoring services, where demand gradually increased around the midterms and final exam periods. This is potentially indicative of where and how the program was marketed for its launch.

SPRING 2025: DAY x MONTH HEAT MAP

	January	February	March	April	May	Total
Monday	2%	-	-	-	-	2%
Tuesday	11%	17%	7%	2%	-	37%
Wednesday	7%	11%	2%	2%	-	22%
Thursday	4%	6%	2%	4%	-	16%
Friday	-	7%	2%	4%	-	13%
Sunday	-	4%	2%	6%	-	12%
Total	24%	45%	15%	18%	-	~100%

SPRING 2025: DAY x HOUR HEAT MAP

	Monday	Tuesday	Wednesday	Thursday	Friday	Sunday	Total
9am	-	-	-	4%	-	-	4%
10am	-	4%	4%	2%	2%	-	11%
11am	-	7%	6%	4%	6%	-	22%
12pm	-	4%	4%	-	4%	-	11%
1pm	-	9%	2%	2%	2%	4%	19%
2pm	-	-	2%	-	-	6%	7%
3pm	-	-	6%	2%	-	-	7%
4pm	2%	4%	-	-	-	-	6%
5pm	-	9%	-	2%	-	2%	13%
Total	2%	37%	22%	15%	13%	11%	100%

SPRING 2025: WEEKLY HEAT MAP

WEEKS OF THE SEMESTER	APPOINTMENT %
W1: JANUARY 13	9%
W2: JANUARY 20	2%
W3: JANUARY 27	11%
W4: FEBRUARY 3	9%
W5: FEBRUARY 10	17%
W6: FEBRUARY 17	9%
W7: FEBRUARY 24	9%
W8: MARCH 3	7%
SPRING BREAK	0%
W9: MARCH 17	6%
W10: MARCH 24	2%
W11: MARCH 31	2%
W12: APRIL 7	2%
W13: APRIL 14	6%
W14: APRIL 21	7%

Similarly to the Fall, the greatest demand in services is in the first month of the semester through mid-term exams. Demand appears to drop off for the second half of the semester. This makes sense given the focus of services of academic coaching: goal setting, technology, study skills – services that would make more of an impact in the first half of the semester.

Program Stakeholders

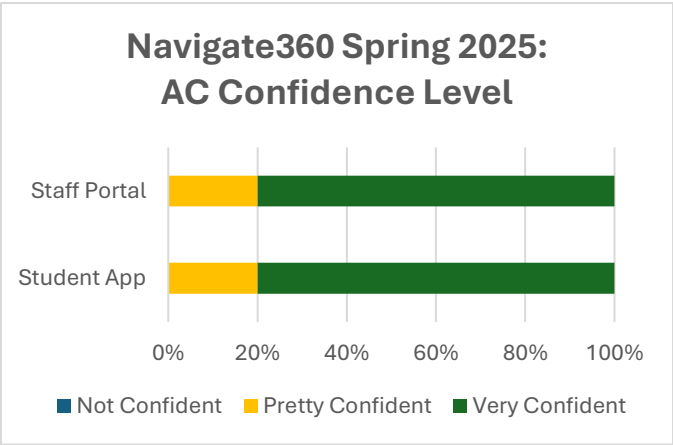
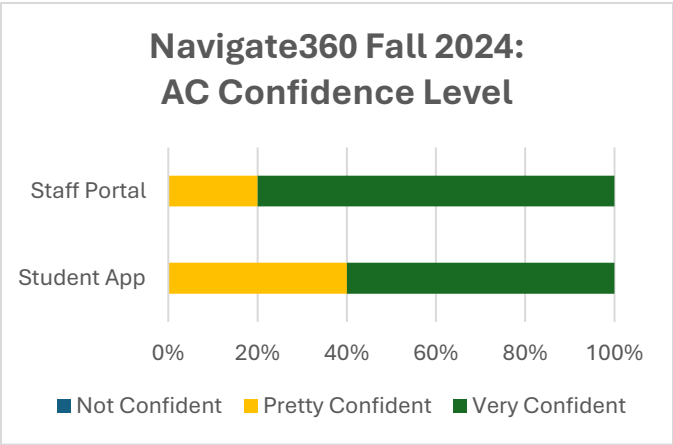
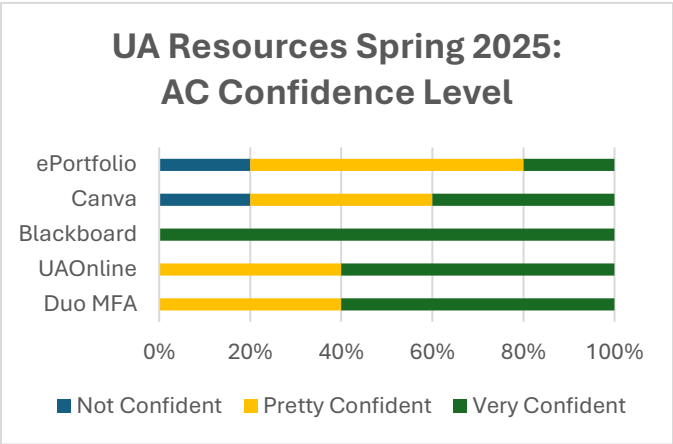
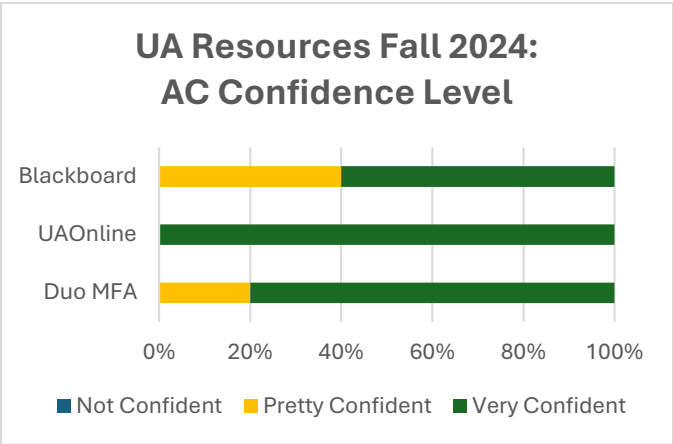
Academic Coaches

Major & College Breakdown	Count
Arts & Sciences (CAS)	3
Art	1
Geological Sciences	1
Psychology	1
Health (COH)	2
Nursing	1
Dental Hygiene (Pre-Major)	1
Engineering (COE)	1
Civil Engineering	1

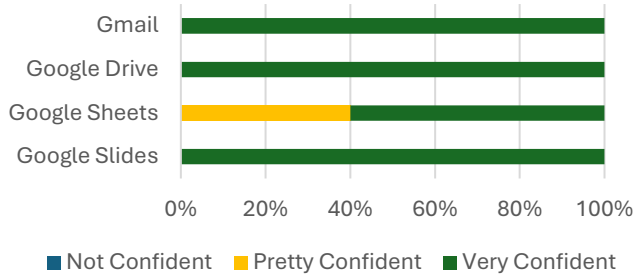
Academic Coaches Survey

What type of sessions did you have with students this semester?

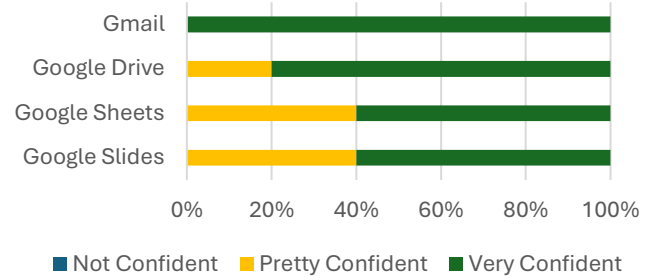
n = 5	Fall 2024		Spring 2025	
In-Person	5	100%	5	100%
Zoom	4	80%	4	80%
Phone	0	-	0	-



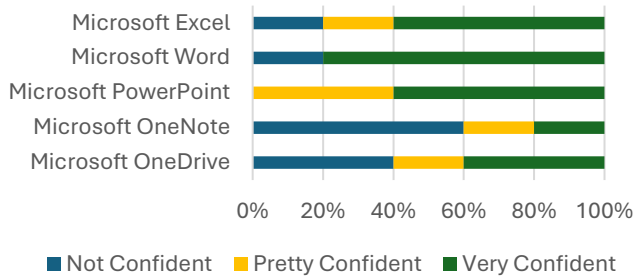
Google Resources Fall 2024: AC Confidence Level



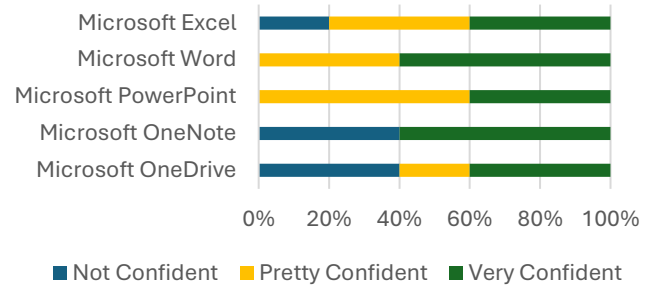
Google Resources Spring 2025: AC Confidence Level



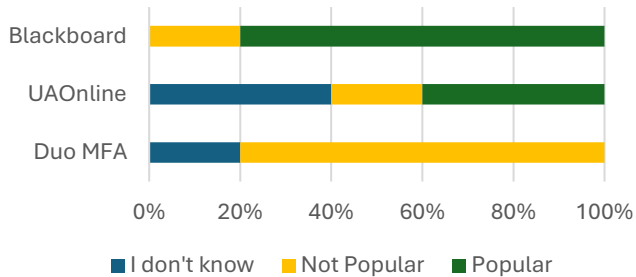
Microsoft Resources Fall 2024: AC Confidence Level



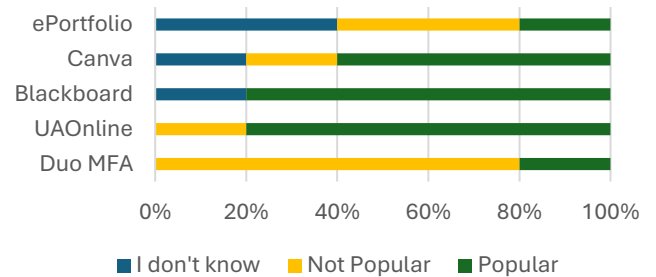
Microsoft Resources Spring 2025: AC Confidence Level



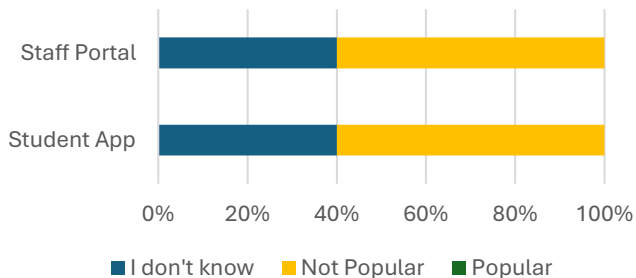
UA Resources Fall 2024: Service Popularity



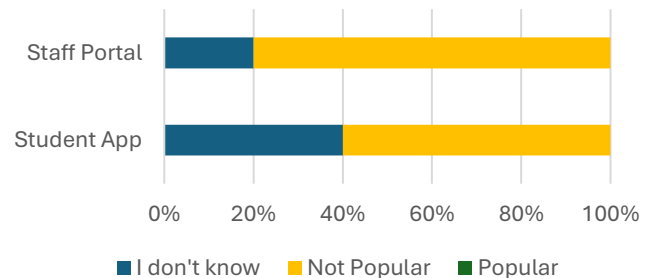
UA Resources Spring 2025: Service Popularity



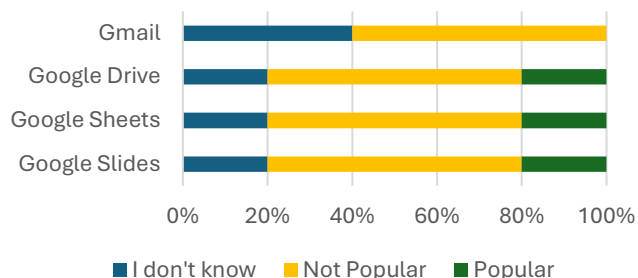
Navigate360 Fall 2024: Service Popularity



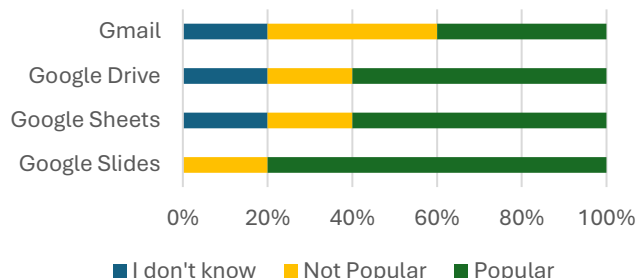
Navigate360 Spring 2025: Service Popularity



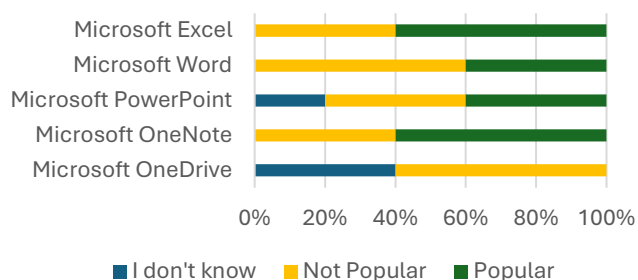
Google Resources Fall 2024: Service Popularity



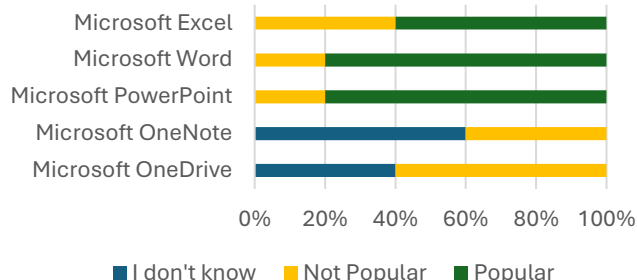
Google Resources Spring 2025: Service Popularity



Microsoft Resources Fall 2024: Service Popularity



Microsoft Resources Spring 2025: Service Popularity



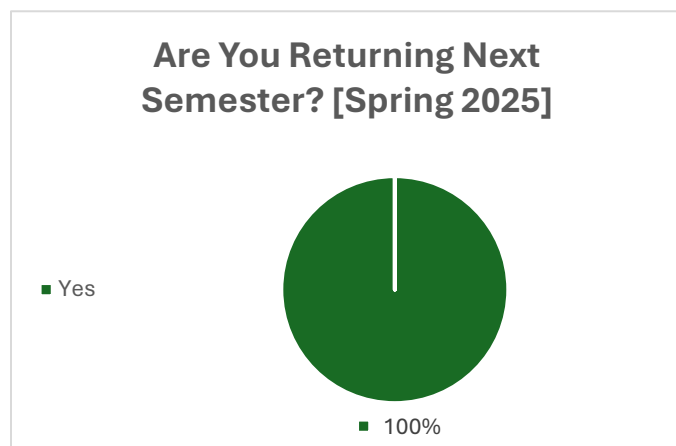
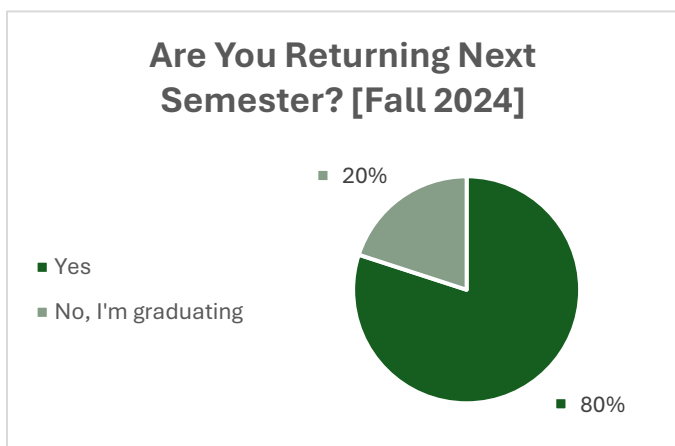
What topics do you wish you had more training on?

Fall 2024	Spring 2025
Technology: Microsoft Suite (Word, PowerPoint, OneDrive)	Technology: Microsoft OneDrive, Canva
Soft Skills: How to work with fellow students, How to help those who don't know what they need help with, More detailed note taking for different learning types	Certification: CPR Certification?
Cross-Departmental: Have a training with DSS	Cross-Departmental: Additional UAA offices (DSS training was very helpful)

What were the most common topics you went over with students?

	Fall 2024	Spring 2025
<i>Personal Skills</i>	- Study skills - Goal Setting in college - How to take notes: how to juggle between what the professor is saying vs. writing - Time management - Balancing school, life, and work - Managing procrastination - Test taking	- Time management - How to plan weeks and assignments without feeling overwhelmed - Organization skills - Note taking help
<i>Technology Skills</i>	- Google Drive - Blackboard/Uploading files - How to navigate online Blackboard Courses	- Blackboard - Navigation or building a schedule - Creating mock schedules

UAA Navigation Skills	- How to find textbooks - How to navigate a syllabus - UAA departmental resources (LC, DSS, CT)	How to get help with course work support
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What went well with the AC Program this semester?

Fall Survey: In the Fall, the program's successes were largely attributed to its operational setup and initial outreach efforts. ACs appreciated the flexibility of their shifts and the effective physical setup like having a cart with supplies, which signaled helpfulness to students. A significant achievement was "getting the word out" and establishing the program as a recognized resource, with "campaign 2" specifically noted for its impact in making students aware of free university resources. Internal aspects like program organization, positive team dynamics, and fulfilling goals for student mentoring were also highlighted. The trainings and guest speakers were considered "super helpful" in expanding ACs' knowledge of campus resources, and consistent weekly meetings and communication were beneficial.

Spring Survey: By the Spring, the focus shifted more towards the maturity and development of internal resources and team collaboration. ACs strongly felt that the resources created and the trainings provided "went very well". There was a clear sense of success in "working together as a team and building upon strategies to help students". The program's promotion was noted as successful. A key development was the "rounding out" of resources, including info slips on major services and a wide variety of digital resources, making the program feel "a lot more mature" compared to the previous semester. The new spot in the Learning Commons was also considered an improvement.

Substantive Differences: The Fall survey emphasized the initial establishment, outreach visibility, and setting up effective operational procedures. In contrast, the Spring survey highlights the program's evolution in terms of its internal resources and collaborative strategies, indicating a move from nascent setup to a more refined and comprehensive operational state. While both mention "promotion," the Spring survey's mention feels more like a continued success rather than an initial hurdle.

What areas do you think need improvement with the AC Program? What suggestions do you have for the AC Program?

Fall Survey: The primary call for improvement in the Fall was for "more outreach" and "better advertising to classes and students" as the program was "still new". ACs suggested speaking to professors about offering incentives like extra credit for students using services. There was also a perceived need to "describe our role more clearly to students," as the AC program was seen as unique and not fully understood. Specific training needs included "more training with Microsoft products" for Google users, and creating a "general training module/things to do for future ACs" to ensure continuity of knowledge. The continuation of "campaign two" was suggested due to its effectiveness, and more "merch (they really liked sticky notes)" was desired for awareness.

Spring Survey: In the Spring, the overwhelming consensus for improvement was "More outreach so students know that we exist". This was framed as a "long-standing thing we've already been working on", suggesting continued effort rather than a new realization. A specific suggestion for outreach was to "have workshops". Otherwise, ACs generally felt the program was "well structured and helpful," with some stating they "can't think of any suggestions for improvement, other than further outreach". A humorous, non-substantive suggestion was "kearney needs more cat pictures in her office".

Substantive Differences: The Fall survey reflected a need for fundamental clarity regarding the AC role and initial awareness strategies (like professor incentives). The Spring survey, while still emphasizing outreach, indicates that it's a continuous, refined effort (suggesting workshops), and that the program's core structure and helpfulness are largely sound. The specific training needs from Fall (Microsoft products, general modules) are not reiterated in Spring, possibly indicating they were addressed or less pressing. The sense of the program being "new" and needing to clarify its unique role is more prominent in Fall.

What was the most impactful part of being an Academic Coach this semester?

Fall Survey: The most impactful aspects in the Fall were centered on empowering students and witnessing their growth. ACs found it rewarding to realize their own knowledge was valuable, helping new students navigate college and find the right path. This included seeing students "react positively to solutions" and realizing "big problems" were "much more doable" with a plan. Building connections within the UAA/Learning Commons community, fostering "continued conversations through email," and using "life experiences to help others" were also highly valued. The simple act of students greeting them and providing updates was meaningful. ACs felt successful in showing students that college is not a solo journey.

Spring Survey: Similarly, the Spring survey highlighted the impact of boosting student confidence and teaching practical skills. "Helping people feel more confident in their classes" was paramount, along with "teaching someone how to use blackboard or life skills like time management". The return of students to share their progress was particularly rewarding. Gaining and sharing knowledge about UAA resources was impactful. A deeply fulfilling experience was "being able to see a student come in, clearly frustrated or anxious, and send them away with a plan that they feel is workable and helpful". Building relationships with past students and witnessing their progress in abilities was also highly impactful. A notable shift was that in the Spring, ACs had "a few students say that we were referred to us," indicating improved awareness compared to the previous semester.

Substantive Differences: While both semesters emphasize the profound impact of directly helping students become more confident and capable, the Spring survey explicitly mentions the satisfaction of teaching "practical skills" like using Blackboard or time management. The Fall survey focused more broadly on "navigating challenges" and finding "the right path". Importantly, the Spring survey includes the positive feedback of students being referred to the program, which directly links back to the ongoing outreach efforts mentioned in both surveys and suggests a positive outcome of those efforts in the Spring. The general sense in the Spring is of a program gaining more explicit recognition through referrals, signifying a step forward in program awareness.

In summary, the transition from Fall to Spring shows the Academic Coaching Program moving from a phase of initial establishment, external outreach, and defining its unique role to one of internal maturity, resource refinement, and a sustained focus on specific skill-building and referral-based awareness. It's like a newly built path (Fall) that, while functional, needs more signs and clarity, transforming into a well-trodden and clearly marked trail (Spring), where travelers are not only finding their way but also actively recommending it to others.

Students

Response: 2

Response Rate: 6.7%

What academic coaching service(s) did you use?

Service	Count	%
Goal Setting	1	50%
Notetaking & Study Skills	1	50%
Technology or Software Skills	1	50%
Test Prep & Anxiety	1	50%
Time Management	1	50%

Service	Growth in Confidence
Goal Setting	A Fair Amount
Notetaking & Study Skills	A Little Bit
Technology or Software Skills	A Fair Amount
Test Prep & Anxiety	A Little Bit
Time Management	A Fair Amount

Please select all that apply about your [service] academic coaching session(s):

Service	I learned about new resources that UAA offers from my academic coaching session(s).	I am likely to use academic coaching again in the future if I need help.	Academic coaching has helped me develop new skills and strategies.	I would recommend academic coaching to my friends.
Goal Setting	X	X	X	X
Notetaking & Study Skills	X	X	X	X
Technology or Software Skills		X		
Test Prep & Anxiety	X	X	X	X
Time Management	X	X	X	X

Do you have any feedback about your academic coaching experience(s)?

I would like more nudges to push me to set up another appointment after I haven't had one in more than a week.

Program Outcomes

When providing data on students for academic outcomes, the following criteria were used:

- Degree-seeking students
- UAA-based students (any UAA campus)

Persistence Rates

This results in a smaller number of students than the unique student count of students who utilized tutoring services.

Fall 2024 to Spring 2025

Academic Coaching Program	Total Students: 53	Average Persistence Rate: 84.9%
Less than 2.0 Cumulative GPA	8	75.0%
2.0 – 2.99 Cumulative GPA	12	83.3%
3.0 Cumulative GPA or greater	33	87.9%

Spring 2025 to Fall 2025

Academic Coaching Program	Total Students: 28	Average Persistence Rate: 75.0%
Less than 2.0 Cumulative GPA	5	20.0%
2.0 – 2.99 Cumulative GPA	14	92.9%
3.0 Cumulative GPA or greater	9	77.8%

Retention Rates: 1st Year Student Fall-to-Fall retention

When providing data on students for retention rates specifically, the following criteria were used:

- Degree-seeking students
- UAA-based students (any campus)
- Freshman Classification as of Fall 2024

Academic Coaching Program	Total Students: 21 Students	Average Persistence Rate: 85.7%
Less than 2.0 Cumulative GPA	4	50.0%
2.0 – 2.99 Cumulative GPA	5	100.0%
3.0 Cumulative GPA or greater	12	91.7%

Grade Point Average (GPA)

Term GPA

Fall 2024 + After	Academic Coaching Program		
Fall 2024 Term GPA	2.76	53 students	Δ
Spring 2025 Term GPA	3.13	45 students	+13.4%

Fall 2024 + Before	Academic Coaching Program		
Spring 2024 Term GPA	3.52	25 students	Δ
Fall 2024 Term GPA	2.75	25 students	-21.9%

Spring 2025	Academic Coaching Program		
Spring 2025 Term GPA	2.38	28 students	-

Spring 2025 + Before	Academic Coaching Program		
Fall 2024 Term GPA	2.67	22 students	Δ
Spring 2025 Term GPA	2.26	22 students	-15.4%

Cumulative GPA

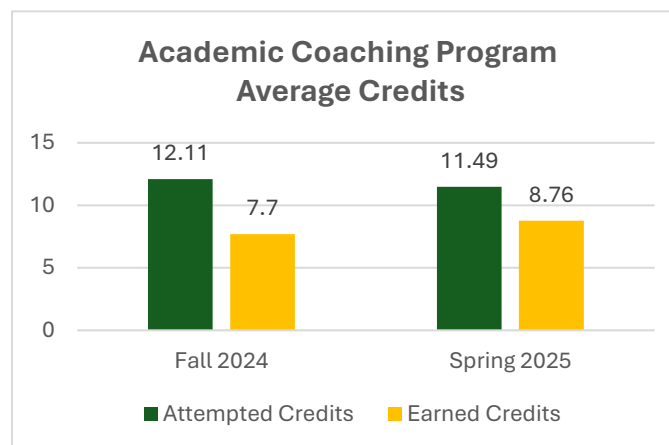
Fall 2024 + After	Academic Coaching Program		
Fall 2024 Cumulative GPA	2.98	904 students	Δ
Spring 2025 Cumulative GPA	3.09	763 students	+3.7%

Fall 2024 + Before	Academic Coaching Program		
Spring 2024 Cumulative GPA	3.24	465 students	Δ
Fall 2024 Cumulative GPA	3.17	465 students	-2.2%

Spring 2025	Academic Coaching Program		
Spring 2025 Cumulative GPA	2.63	28 students	-

Spring 2025 + Before	Academic Coaching Program		
Fall 2024 Cumulative GPA	2.72	22 students	Δ
Spring 2025 Cumulative GPA	2.50	22 students	-8.1%

Credits



Change in Attempted Credits: -5.1% decrease

Change in Earned Credits: +13.8% increase

SUMMER SEMESTER ADDENDUM

Program 1: Centralized Tutoring

Program Services

Humanities Programs Sessions

Total Sessions	SU25
Writing Center	144
Communication & Presentation Coaching	0
Department of Languages Tutoring	0
Music Theory Tutoring	0
Total	144

Unique Students	SU25	1st Appt.
Writing Center	37	25.7%
Communication & Presentation Coaching	0	-
Department of Languages Tutoring	0	-
Music Theory Tutoring	0	-
Total	37	25.7%

Average Duration (Min.)	F24
Writing Center	41 minutes
Communication & Presentation Coaching	-
Department of Languages Tutoring	-
Music Theory Tutoring	-
Total Average	41 minutes

Attendance Breakdown

	SU25	
Scheduled	6	4.2%
Drop-In	138	95.8%

Scheduled	SU25	
No Show	0	-
Cancelled	5	83.3%

Over the summer, the Writing Center was the only tutoring service utilized by students for tutoring in the Humanities Programs. It should be noted that only Writing Center and Communication & Presentation Coaching tutoring services were provided to students in the Humanities Programs over the summer semester. A significant majority (95.8%) of sessions were drop-in, rather than scheduled appointments. Of the 6 sessions that were scheduled as appointments, 5 of them (83.3%) were ultimately cancelled.

SUMMER 2025: DAY x MONTH HEAT MAP

	May	June	July	August	Total
Monday	-	16%	6%	-	22%
Tuesday	-	10%	12%	-	22%
Wednesday	-	10%	8%	-	18%
Thursday	3%	10%	8%	-	21%
Friday	1%	9%	5%	-	15%
Total	4%	55%	39%	-	~100%

SUMMER 2025: DAY x HOUR HEAT MAP

	Monday	Tuesday	Wednesday	Thursday	Friday	Total
10am	4%	6%	9%	4%	3%	26%
11am	5%	4%	5%	3%	5%	22%
12pm	5%	6%	1%	6%	1%	19%
1pm	1%	1%	1%	3%	3%	9%
2pm	5%	5%	2%	3%	1%	16%
3pm	2%	1%		1%	2%	6%
Total	22%	24%	18%	20%	15%	~100%

SUMMER 2025: WEEKLY HEAT MAP

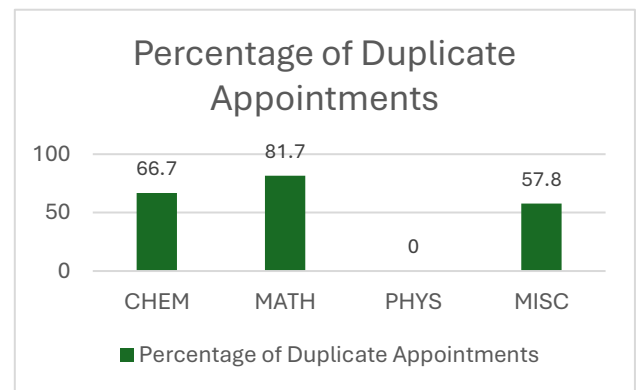
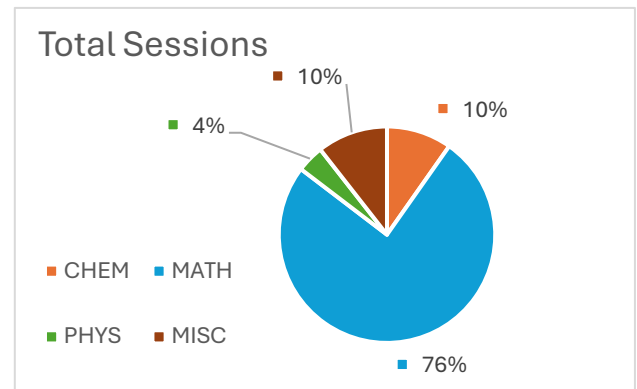
WEEKS OF THE SEMESTER	% OF APPTS.
W1: MAY 19	1%
W2: MAY 26	4%
W3: JUNE 2	12%
W4: JUNE 9	16%
W5: JUNE 16	13%
W6: JUNE 23	13%
W7: JUNE 30	7%
W8: JULY 7	10%
W9: JULY 14	16%
W10: JULY 21	9%

For Summer semester, this data does not take into account the difference between 5-week and 10-week sessions, but it is possible that we see this cadence in the weekly heat map. Tutoring was most in demand Weeks 4 and 9 of the summer semester. While Week 9 is the second-to-last week of the term for both the second 5-week session and the 10-week session, the demand in Week 4 is almost certainly due to the end of the first 5-week session. Similar to the Fall and Spring semesters, Wednesday proved to be the most popular day for tutoring sessions.

STEM Programs Sessions

Total Sessions	SU25
Biology Tutoring	0
Chemistry Tutoring	12
Computer Science/Computer Engineering Tutoring	0
Engineering Tutoring	0
Miscellaneous Math Tutoring	0
Lower Level Math Tutoring	92
Upper Level Math Tutoring	1
Nursing Tutoring	0
Physics Tutoring	5
Statistics Tutoring	0
Miscellaneous Courses	13
TOTAL	123

Unique Students	SU25	1st Appt.
Biology Tutoring	-	-
Chemistry Tutoring	4	33.3%
Computer Science/Computer Engineering Tutoring	-	-
Engineering Tutoring	-	-
Miscellaneous Math Tutoring	-	-
Lower Level Math Tutoring	16	17.4%
Upper Level Math Tutoring	1	100%
Nursing Tutoring	-	-
Physics Tutoring	1	100%
Statistics Tutoring	-	-
Miscellaneous Courses	6	42.2%
TOTAL	27	22.0%



Average Duration (Mins.)	SU25
Biology Tutoring	-
Chemistry Tutoring	22
Computer Science/Computer Engineering Tutoring	-
Engineering Tutoring	-
Miscellaneous Math Tutoring	-
Lower Level Math Tutoring	40
Upper Level Math Tutoring	60
Nursing Tutoring	-
Physics Tutoring	49
Statistics Tutoring	-
Miscellaneous Courses	25
TOTAL	37

Attendance Breakdown

	SU25	%
Scheduled	0	-
Drop-In	123	100%

Scheduled	F24	
No Show	N/A	-
Cancelled	N/A	-

SUMMER 2025: DAY x MONTH HEAT MAP

	May	June	July	August	Total
Monday	-	14%	7%	-	21%
Tuesday	3%	7%	12%	-	22%
Wednesday	5%	8%	15%	-	28%
Thursday	4%	4%	9%	-	17%
Friday	1%	3%	1%	-	5%
Sunday	-	3%	3%	-	6%
Total	13%	39%	47%	-	~100%

SUMMER 2025: DAY x HOUR HEAT MAP

	Monday	Tuesday	Wednesday	Thursday	Friday	Sunday	Total
10am	1%	-	-	-	-	-	1%
11am	5%	2%	5%	2%	1%	-	15%
12pm	1%	3%	-	2%	1%	-	7%
1pm	1%	1%	3%	5%	-	-	10%
2pm	2%	4%	6%	3%	-	-	15%
3pm	1%	3%	2%	1%	-	-	7%
4pm	2%	2%	2%	-	1%	-	7%
5pm	1%	-	-	-	2%	-	3%
6pm	2%	2%	1%	2%	-	3%	10%
7pm	2%	2%	1%	2%	-	1%	8%
8pm	2%	4%	2%	-	-	1%	9%
9pm	2%	1%	5%	-	-	2%	10%
Total	21%	23%	28%	17%	5%	7%	~100%

SUMMER 2025: WEEKLY HEAT MAP

WEEKS OF THE SEMESTER	% OF APPTS.
W1: MAY 19	6%
W2: MAY 26	7%
W3: JUNE 2	11%
W4: JUNE 9	7%
W5: JUNE 16	7%
W6: JUNE 23	14%
W7: JUNE 30	5%
W8: JULY 7	7%
W9: JULY 14	18%
W10: JULY 21	11%
W11: JULY 28	8%

Like the Humanities Programs, this data does not take the difference between 5-week and 10-week sessions into account. It is notable that there is a dramatic increase in tutoring sessions in Week 6 of the semester specifically. This is more likely explained by a “midterm” test administered by 10 and 11-week sessions, though it is possible (if less likely) that students coming in for the second 5-week session were much more attuned with pursuing tutoring immediately at the beginning of the new session.

Program Outcomes

When providing data on students for academic outcomes, the following criteria were used:

- Degree-seeking students
- UAA-based students (any UAA campus)

This results in a smaller number of students than the unique student count of students who utilized tutoring services.

Persistence Rates

Summer 2025 to Fall 2025

Humanities Programs	Total Students: 28	Average Persistence Rate: 89.3%
Less than 2.0 Cumulative GPA	2	50.0%
2.0 – 2.99 Cumulative GPA	3	100%
3.0 Cumulative GPA or greater	23	91.3%

STEM Programs	Total Students: 20	Average Persistence Rate: 85.0%
Less than 2.0 Cumulative GPA	1	0%
2.0 – 2.99 Cumulative GPA	4	75.0%
3.0 Cumulative GPA or greater	15	93.3%

Grade Point Average (GPA)

Term GPA

Summer 2025	Humanities Programs		STEM Programs	
Summer 2025 Term GPA	3.54	28 students	2.78	20 students

Cumulative GPA

Summer 2025	Humanities Programs		STEM Programs	
Summer 2025 Cumulative GPA	3.35	28 students	3.18	20 students

Program 2: Learning Assistants

Program Services

There was 1 LA course section offered in Summer 2025. It was MATH A055 section 301.

Enrollment: 17 students

Total Sections offered at Anchorage: 1

Percent of MATH A055 students who had access to a Learning Assistant for Summer 2025: 100%

Course Modality: In-person (Face-to-Face) on the Anchorage Campus

Program Outcomes

When providing data on students for academic outcomes, the following criteria were used:

- Degree-seeking students
- UAA-based students (any UAA campus)

This results in a smaller number of students than the unique student count of students who utilized tutoring services.

Persistence Rates

Summer 2025 to Fall 2025

Learning Assistant Program	Total Students: 17	Average Persistence Rate: 64.7%
Less than 2.0 Cumulative GPA	4	25.0%
2.0 – 2.99 Cumulative GPA	4	75.0%
3.0 Cumulative GPA or greater	9	77.8%

Grade Point Average (GPA)

Term GPA

Summer 2025	Humanities Programs	
Summer 2025 Term GPA	2.14	17 students

Cumulative GPA

Summer 2025	Humanities Programs	
Summer 2025 Cumulative GPA	2.75	17 students

Program 3: Academic Coaching

Program Services

Utilization: 1 Student utilized Academic Coaching over the summer.

Service Selected: Test Prep and Anxiety

Duration: Appointment scheduled for 30 minutes.

Scheduling: Appointment Scheduled for 2pm on a Thursday, in the 2nd week of the semester (May)

Program Outcomes

Persistence: The student did persist to Fall 2025. (Persisted Spring 2025 to Fall 2025).

Summer Term GPA: Not enrolled Summer 2025

Cumulative GPA: 2.78

APPENDICES

Appendix A. Tutors' Major Breakdown

HUMANITIES PROGRAMS	COUNT
Arts & Sciences (CAS)	17
Anthropology	2
English	2
History	1
Journalism & Public Comm	1
Languages	4
Mathematics	2
Music	1
Natural Sciences	1
Political Science	3
Psychology	1
Business & Pub. Policy (CBBP)	2
Management	2
Engineering (COE)	4
Civil Engineering	1
Computer Science	1
Computer Systems Engineering	1
Electrical Engineering	1
Mechanical Engineering	
Health (COH)	4
Medical Laboratory Science	1
Medical Laboratory Technology	1
Nursing	2
Social Work	1
Community & Technical Coll. (CTC)	2
Communication	2
Fairbanks	3
Computer Engineering	1
Elementary Education	1
Interdisciplinary Studies	1

STEM PROGRAMS	COUNT
Arts & Sciences (CAS)	13
Biological Sciences	2
Chemistry	2
English	1
Geological Sciences	1
Languages	1
Mathematics	6
Business & Pub. Policy (CBBP)	1
Accounting	1
Engineering (COE)	16
Civil Engineering	1
Computer Science	4
Computer Systems Engineering	3
Electrical Engineering	3
Mechanical Engineering	6
Health (COH)	7
Health Sciences	1
Kinesiology	1
Medical Assisting	1
Nursing	1
Phlebotomist	1
Diag Med Sonography (Pre-Major)	1
Pre-Medical Studies	1
Public Health Practice	1

Appendix B. Learning Assistant Courses and Sections

Fall 2024

Course	LA Section	Enrollment	No LA Section	Enrollment
ACCT 101	601, 801, 802	82 (100%)	None	-
ACCT 201	601	12 (17.6%)	602, 801	56 (82.4%)
BIOL 111	601, 602, 801	379 (95.7%)	761	17 (4.3%)
BIOL 112	601, 801	104 (100%)	None	-
BIOL 240	801	104 (100%)	None	-
ECON 101	802, 803, 804	166 (78.3%)	601	46 (21.7%)
MATH 104	601	21 (31.8%)	602, 801	45 (68.2%)
MATH 105	601, 603, 609	89 (22.4%)	602,604,606,607,608,660,801,802,804,805	309 (77.6%)
MATH 151	604	29 (17.4%)	601,602,603,605,802,804	138 (82.6%)
MATH 251F	601	42 (100%)	None	-
PSY 111	601	44 (24.3%)	602,801,803	137 (75.7%)
PSY 200	601	25 (25.3%)	801,803	74 (74.7%)
PSY 260	601	13 (100%)	None	-
STAT 200	602	23 (22.1%)	603,801,805	81 (77.9%)
WRTG 090	801	14 (38.9%)	804	22 (61.1%)
WRTG 111	602, 627	32 (4.5%)	601,604,605,607,609,610,612,616,618,619,620,621,623,624,625,626,628,660,670,671,672,673,674,701,801,802,803,805,808,809,810,811,813,815,816,819,820,871	677 (95.5%)
WRTG 211	604	21 (16.4%)	601,603,801,802,803	107 (83.6%)

Spring 2025

Course	LA Section	Enrollment	No LA Section	Enrollment
ACCT 101	002, 203	38 (100%)	None	-
ACCT 102	001, 202	45 (100%)	None	-
ACCT 201	003	5 (7.7%)	001,201	60 (92.3%)
BIOL 240	201	109 (100%)	None	-
BIOL 112	001, 201	178 (92.7%)	161	14 (7.3%)
BIOL 111	001, 201	249 (100%)	None	-
ECON 101	002, 201, 202	151 (75.9%)	203	48 (24.1%)
MATH 055	002	21 (13.2%)	001,003,004,201,202	138 (86.8%)
MATH 105	005	29 (11.6%)	001,002,003,004,006,202,204,205	220 (88.4%)
MATH 152	002	19 (25.0%)	001,060,201	57 (75.0%)
MATH 155	201	17 (100%)	None	-
MATH 252F	001	28 (100%)	None	-
PSY 200	201	22 (30.6%)	202	50 (69.4%)
PSY 260	201	46 (100%)	None	-
WRTG 110	007	21 (19.1%)	002,003,004,006,201,202	89 (80.9%)
WRTG 111	005, 009	33 (6.7%)	002,003,004,006,007,010,012,013,060,071,072,201,202,203,204,206,207,208,209,210,211,212,213,271	462 (93.3%)
WRTG 211	001	21 (19.4%)	002,003,004,201,202	87 (80.6%)
WRTG 213	203	22 (9.8%)	001,002,003,004,060,201,202,205,206,207	203 (90.2%)

Appendix C. Learning Assistant Course Modalities

Fall 2024

Face-to-Face	Hybrid	Remote
ACCT 101 601 (27) ACCT 201 601 (12) BIOL 111 601 (125) BIOL 111 602 (127) BIOL 112 601 (125) MATH 104 601 (21) MATH 105 601 (30) MATH 105 603 (29) MATH 105 609 (30) MATH 151 604 (29) MATH 251F 601 (42) PSY 111 601 (44) PSY 200 601 (25) PSY 260 601 (13) STAT 200 602 (23)	ECON 101 803 (61) WRTG 090 801 (14)	ACCT 101 801 (27) ACCT 101 802 (28) BIOL 111 801 (127) BIOL 112 801 (127) BIOL 240 801 (104) ECON 101 802 (57) ECON 101 804 (48)
Total: 702 (54.2%)	Total: 75 (5.8%)	Total: 518 (40.0%)

Spring 2025

Face-to-Face	Hybrid	Remote
ACCT 101 002 (7) ACCT 102 001 (11) ACCT 201 003 (5) BIOL 111 001 (131) BIOL 112 001 (102) ECON 101 002 (45) MATH 055 002 (21) MATH 105 005 (29) MATH 152 002 (19) MATH 252F 001 (28) WRTG 110 007 (21) WRTG 111 005 (10) WRTG 111 009 (23) WRTG 211 001 (21)	ECON 101 201 (45)	ACCT 101 203 (31) ACCT 102 202 (34) BIOL 240 201 (109) BIOL 111 201 (118) BIOL 112 201 (76) ECON 101 202 (61) MATH 155 201 (17) PSY 200 201 (22) PSY 260 201 (46) WRTG 213 203 (22)
Total: 473 (44.9%)	Total: 45 (4.3%)	Total: 536 (50.9%)