



ANNUAL REPORT



UMBC

**ACADEMIC
SUCCESS
CENTER**

2024 - 2025

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Photos throughout were provided by:
Marlayna Demond '11
Melissa Penley Cormier '17
Mike Mower '12
FJGaylor Photography for UMBC

Message from the Associate Vice Provost and Assistant Dean



As a first-generation college student from rural West Virginia, I have spent over twenty-five years in higher education as a way to give back to the system that profoundly impacted my life. My passion lies in advocating for students of all backgrounds—helping them overcome barriers to academic success, much like the ones I once faced as a first-in-family college student.

It is a privilege to lead and work alongside the [exceptional team](#) in UMBC's [Academic Success Center](#) (ASC), in collaboration with dedicated partners across the campus community. As part of the [Division of Undergraduate Academic Affairs](#), the ASC proudly supports UMBC's strategic plan by offering a robust array of academic services designed to promote student persistence, academic progression, and timely degree completion.

Rooted in a strong set of [core values](#), the ASC's services—spanning [Academic Advocacy/Academic Peer Advocacy](#), [Academic Learning Resources](#), and [Academic Policy](#)—empower students to access resources and develop essential skills for success throughout their academic journey and beyond. We follow a data-driven approach to partner closely with faculty, staff, and other campus offices to proactively ensure every undergraduate student receives personalized, consistent, holistic support in achieving their goals and earning a UMBC degree.

During the 2024–2025 academic year, we recorded 26,303 student visits to ASC programs, representing 4,150 distinct students. Our centrally located ASC Welcome Desk in the Albin O. Kuhn Library continues to serve as a first point of contact for many new and prospective students and their families. Staffed by a trained Guest Experience Team, this space provides guidance and connections to critical campus resources, in close collaboration with the [Academic Care Team](#).

We are also deeply grateful for the ongoing guidance of the [ASC Advisory Board](#), composed of faculty, staff and student representatives from across the campus community, who help us continuously enhance our services and deliver high quality programs to all undergraduate students. Leveraging an accessible [Partner Request Form](#), many instructors invite us into their classrooms, and guests from other institutions frequently visit to learn about our nationally recognized model—particularly our innovative Academic Advocacy/Peer Advocacy programs. Each year, we also receive inquiries from around the globe about our approach to student support.

Our peer educators are at the heart of the ASC's success. In 2024–2025, we employed 221 peer educators—including Tutors, SI PASS Leaders, Academic Peer Advocates (APAs), and Guest Experience Team members—whose leadership and contributions are invaluable. All ASC tutors are trained through the College Reading and Learning Association's (CRLA) internationally certified program, and our SI PASS program is accredited by the International Center for Supplemental Instruction. These peer educators are faculty-recommended and have excelled in the very courses they now support.

APAs play a unique role by guiding their peers in identifying and utilizing key campus resources. All peer educators engage in ongoing training, participate in mock sessions with peer review and supervisor feedback, and are encouraged to pursue advanced certifications and mentorship roles. Our full-time staff includes recognized professionals who serve as board members and peer reviewers for [MDCLCA](#), [CRLA](#), [ICLCA](#) and other organizations, demonstrating the ASC's commitment to excellence and leadership in the field.

Professional development is a core priority across all levels of the ASC. This year, several team members received prestigious awards and were invited to present at national and international conferences. Our collective efforts not only support UMBC students, but also elevate the profile of the ASC as a model for academic support nationwide. These accomplishments are proudly featured on the ASC's [Innovation, Recognition, and National Reach](#) site.

To remain connected with students and campus partners, we maintain an active presence on social media through [Instagram](#) and [Facebook](#) having had nearly 800,000 site visits in the past year.

Thank you for taking the time to read this Annual Report. We are truly grateful for your ongoing support of the Academic Success Center and for our shared commitment to student success.

Warm regards,
[Amanda Knapp, Ph.D.](#)

Associate Vice Provost and Assistant Dean,
Undergraduate Academic Affairs

Photo by Melissa Penley Cormier '17

ASC AT A GLANCE

2024 - 2025

26,303

TOTAL VISITS

4,150

DISTINCT STUDENTS

12,441

total SI PASS
visits

2,232

total SI PASS
student contact
hours

3,671

students contacted
by Academic Peer
Advocates

12,002

total tutoring visits

2,302

students tutored

221

peer educators and student staff

872

undergraduate
petitions

1,689

students connected with
Academic Advocates

1,156

students referred to
Academic Advocates

RECOGNITION AND REACH



Hope Weisman, Senior Academic Advocate, was awarded the 2025 Diane M. Lee Teaching Award, for her work teaching new transfer students during their UNIV 301 transition seminar.

In September 2023, the UMBC Academic Success Center (ASC) gained the Learning Center of Excellence designation from the [International College Learning Center Association](#) (ICLCA). There are only a handful of other institutions in the world with an active designation of excellence from ICLCA.

The Academic Success Center has gained [international visibility and recognition](#) as a Learning Center that adheres to the professional standards established by the [International College Learning Center Association](#). The ASC has also been recognized as an early and innovative adopter of the emerging [Academic Advocacy Model](#) positioned uniquely within a College Learning Center. Other campuses routinely reach out to the ASC to request conversations with leadership to learn how to replicate and build upon the models at their institutions.

The ASC's [Tutoring Program](#) meets the College Reading and Learning Association's International Tutor Training Program Certification and the [SI PASS Program](#) – ASC's peer-assisted study sessions – is accredited through the International Center for Supplemental Instruction. In the past year, both organizations hosted site visits at UMBC's Academic Success Center, when representatives from college learning centers around the world toured our spaces and learned about our model to support student success.

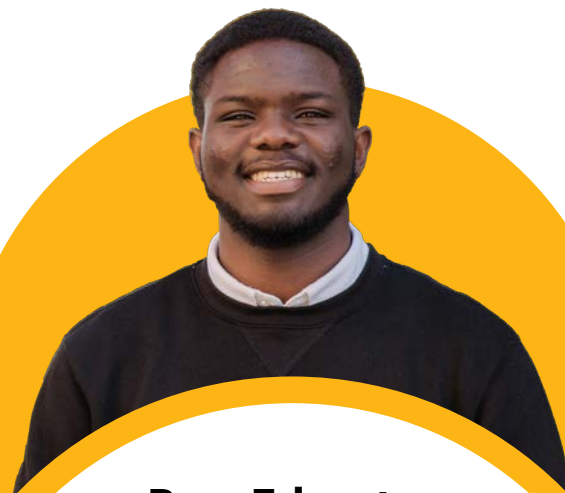


ASC PEER EDUCATORS

Peer Educators are crucial to the success of the Academic Success Center—Tutors, SI PASS Leaders, Academic Peer Advocates, and a Guest Experience Team make our work possible. In 2024-2025, the ASC employed 221 peer educators, a vital part of our programs. Tutors and SI PASS Leaders are faculty-recommended model students who have succeeded in the courses they support. Academic Peer Advocates (APAs) are successful model students who empower their peers to take advantage of appropriate campus resources at UMBC. Our peer educators attend ongoing training to improve their knowledge and skills, on topics including: active learning theories, study skills, questioning techniques, online learning theories, communication strategies, metacognition, and conscious and unconscious bias. They participate in mock sessions for their peers and are observed, evaluated and given feedback through one-on-one meetings with their supervisors. We encourage our experienced peers to complete higher levels of training and mentor new peers. Training for all ASC tutors is certified by the International Tutor Training Program through the College Reading and Learning Association, and our SI PASS Program is accredited by the International Center for Supplemental Instruction.

In end-of-semester reflection surveys, tutors described their strengths as:

- Creating a welcoming and supportive learning environment
- Listening actively
- Explaining concepts clearly
- Encouraging independent learning and critical thinking
- Supporting students from a variety of backgrounds
- Adapting to students' learning preferences



Peer Educator Spotlight

Praise Lasekan '24, majored in Biology and worked as a tutor and SI PASS leader. Praise was the UMBC Valedictorian for 2024-2025, and will pursue his Ph.D. at Brown University.

"As the eldest brother, I have always helped others, but I think life would have been easier if I had someone to point me in the right direction. This is why I became a tutor – to help people. I serve as a guide, and I am able to contribute positively to the lives of those around me. Around campus, those I have tutored tell me about how they aced an exam or a class, and it brings me so much joy and fulfillment to have helped someone on their path toward greatness."

"I am someone who gets really happy from seeing other people succeed, so when I hear a student, who was unsure in the beginning, say 'I feel more confident', I always feel fulfilled."

-Academic Peer Educator

33

Student Staff

29

Academic Peer Advocates

126

Peer Tutors

46

SI PASS Leaders

GUEST EXPERIENCE TEAM



The Guest Experience Team plays a vital role in ensuring that every visitor to the Academic Success Center (ASC) and UMBC feels welcomed, supported, and informed. As the first point of contact, team members provide exceptional customer service, assist with check-ins, and connect guests to the appropriate campus resources. They respond to questions in person and by phone, while also offering guidance on navigating the ASC website and scheduling appointments. In addition to administrative support and marketing efforts, the team helps maintain an inclusive and accessible environment, contributing to the overall success of the ASC's daily operations.

As part of their commitment to creating a welcoming environment, the Guest Experience Team creates fun and engaging social media content to highlight our services, events, and resources available to the UMBC community, and keeps everyone in the loop! Follow us @UMBCASC

43,173

Social media accounts reached

794,065

Social media views

24,670

Social media likes

27

Group tours
and outreach
events

616

Individual students
helped in person by
Guest Experience
Team

33

Student
Staff

Guest Experience Team Spotlight

Jeremiah Akalu is a junior, majoring in Computer Science, who works as a member of the Guest Experience Team.

"I've always believed in working smart, not just hard—which is why I love a good shortcut. Every day as part of the Guest Experience team, I get to meet students from all walks of life, guiding them to the exact resources they need. Why struggle when there's a faster, better way? The best part? I get to do this alongside an incredible team that is brilliant, sharp, and always ready to help. Whether it's guiding a lost student to our tutoring center or simplifying a confusing process, I genuinely enjoy watching others on their path to excellence. After all, the right shortcut doesn't just save time; it opens doors."



Photo by Mike Mower '12

ACADEMIC ADVOCACY



Academic Advocates are dedicated to assisting undergraduate students in resolving academic and institutional challenges which adversely affect persistence, progression, and timely completion of degree. Undergraduate students who may be experiencing barriers to persistence/graduation receive direct and proactive outreach from an Academic Advocate to address issues in a timely manner. No matter how complex the concerns (i.e., personal, academic, or financial), Academic Advocates will work together with students to review their progress, present options toward graduation, map out a plan for success, and facilitate holistic coordinated care with the appropriate resources. Every undergraduate student at UMBC has an Academic Advocate who serves as their champion to provide proactive, personalized, and coordinated care.

"My academic advocate was very caring and nice and she answered questions that I didn't even think about asking. Overall, she gave me a lot of confidence and clarification needed to successfully complete the semester."

-UMBC Student

1,689

students connected
with Academic
Advocates

84%

of fall 2024 transfer students
connected with an Academic
Advocate persisted into
spring 2025

93%

of the fall 2024 first-time
students connected with an
Academic Advocate persisted
into spring 2025

1,431

total referrals to
Academic
Advocates

ACADEMIC PEER ADVOCACY

Fall 2023 New Freshmen and New Transfer Cohort	#	% Student First-Year Persistence (Fall 2024)
All Fall 2023 FTFT Freshmen and Transfers	2751	84.48%
Students Reached out to by APA (2-3 Risks)	1909	80.41%
Students Who Met with an APA (in response to APA Outreach 2-3 Risks)	143	90.91%
Students not Targeted for APA Outreach (1-0 Risks)	699	94.28%

The Academic Peer Advocacy (APA) Program pairs degree-seeking undergraduate students in their first and second year with trained and compassionate peers dedicated to providing individualized support during their transition to college. APAs empower their peers to take advantage of the appropriate campus resources and to confidently seek help when needed. APAs connect students to the First and Second Year Academic Advocates for coordinated care when there are complicated barriers to navigate.

Academic Peer Advocates can earn [micro-credentials](#), badges which represent their experiential learning engagement, knowledge, skills, mastery, and achievements. APAs attend training, support students, submit a portfolio of their work, and reflect on their professional development through the program.



Academic Peer Advocate Spotlight

Bosola Jerry-Asooto '25, majored in Biological Sciences, and worked as an Academic Peer Advocate.

"I became an Academic Peer Advocate (APA) because peer mentorship from upperclassmen helped me find my footing during a difficult start at UMBC. Serving as an APA was my way of giving that support back to the UMBC community, especially to those who needed it most.

I had the pleasure of working with first-year and transfer students navigating challenges like impostor syndrome, early academic alerts, and resource gaps. My goal was never to have all the answers, but to listen, validate concerns, and connect students with the right resources. I truly enjoyed my time in this role, especially knowing I was empowering students to take charge of their own journey.

This experience taught me to lead with empathy, communicate clearly, and offer meaningful support. Above all, it showed me that real impact comes from helping others feel seen, capable, and confident in themselves."

"My APA was wonderful. She really helped me see that I can succeed."

-UMBC Student

20,950
APA emails sent to
3,671
individual students

17
Knowledge badges
earned by APAs

8
Expert badges
earned by APAs

125
APA meetings with
118
students

ACADEMIC SKILLS MEETINGS & EARLY ACADEMIC ALERTS



Academic Skills Meetings

Academic Skills Meetings are one-to-one meetings available to all undergraduate students who want individualized strategies and advice for academic success. Academic Skills Meetings can help students learn new study skills, develop better time management strategies, and find appropriate UMBC resources.

"I loved the specific advice about time management because it taught me how to apply it to my needs. I love how approachable the peer is!" - UMBC Student

130

Individual
Students

84%

of students finished
the semester with
a GPA of 2.0 or
higher

154

Academic Skills
Meetings

85%

were retained into
the next semester
at UMBC

Early Academic Alerts

The ASC helps support student success through Early Academic Alerts. This program allows instructors to notify students who might not be successful in the course. Instructors identify these students at risk of receiving a D or F and send them alerts. Once alerted, these students are pointed toward resources that can help them become successful in the course.

33%

of first-year students
received at least one
academic alert

25%

of non first-year students
received at least one
academic alert

65%

of alerts read resulted
in a grade of A, B, C, P,
S, or W.

ACADEMIC POLICY



The Academic Success Center empowers students to take charge of their academic careers through understanding and navigating academic policies. We provide undergraduate policy support in many different forms:

- Academic ombuds services
- Admissions interviews involving prior academic misconduct
- Course repeat petitions
- General undergraduate academic policy questions
- Grading method petitions
- Late-add petitions
- Non-applicable semester petitions
- Petitions regarding the General Education Program and/or University Requirements
- Petitions regarding undergraduate commencement participation

The largest number of petitions reviewed are from students who seek to repeat a course for the third and final attempt. This academic intervention requires students to create a plan for success in the course, which includes time management and tutoring support. With the recommendation of their academic advisors and approval from the Academic Success Center, students completing the course for the final attempt are more likely to successfully pass.

Petition Type	Total	Approved	% Approved
Course Repeat	544	413	76%
Late Add	230	158	69%
Change Grading Method	45	10	22%
Admission Prior Misconduct	24	15	63%
Graduation Requirements	14	4	29%
Non-Applicable Semester	15	0	0%
Overall Summary	872	600	69%

544

course repeat
petitions
reviewed

76%

course repeat
petitions
approved

75%

of students registered
for approved course
repeats succeeded in
their courses

WRITING CENTER

The Writing Center is a tutoring space dedicated to helping undergraduate students with any written work at any stage of the writing process. Writing Center tutoring is one-to-one assistance provided by trained peers who help students learn to critique and improve their own writing. Writing Center tutors help students work through their ideas, focusing on organization and clarity over editing.

Top Courses Tutored

Course	# of Visits
ENGL 100	393
Other (resumes, personal statements, etc.)	183
AGNG 200	116
ART 216	112
CMSC 304	87
ENTR 201	86
SOWK 260	32
SOWK 360	31
SOWK 250	29
FYS 101	28
PSYC 407	28
PSYC 437	27
HONR 300	26
PSYC 309	23
IS 300	22

"My tutor was awesome, she was able to clearly explain and assist with what I was struggling on and gave me good advice and the confidence to finish my paper properly."

-UMBC Student

2,208

Total number of Writing Center tutoring visits

987

Number of individual students tutored by Writing Center tutors

95%

of students felt more confident about their ability to write after their tutoring session

Tutor Spotlight

Germarlys Santiago-Alvarez, is a junior, majoring in Political Science, who works as a Writing Center Tutor.

"Working in the Writing Center was not something I envisioned myself doing during my time here at UMBC. In fact, I never imagined myself in a tutoring role at all. My ENGL 100 professor encouraged me to become a Writing Center tutor. Thanks to his recommendation, I enrolled in ENGL321 with Elaine MacDougall. She opened my eyes to what tutoring involves and why I would enjoy it. Her class helped me realize that I'm the kind of person who feels a sense of joy when I see others succeed, a quality that has allowed me to feel fulfilled in my role at the Writing Center. What makes me feel most rewarded, though, is when students feel comfortable and confident enough to speak with me about their concerns. I strive to be someone others feel at ease with by using a sense of humor and honesty to build rapport. I'm very proud to say that I've had students book multiple sessions with me after meeting for the first time. These are the moments that make me love my work as a tutor."

Photo by Mike Mower '12

"I continuously utilized the Writing Center for feedback on papers throughout the semester, which helped me formulate my final product on my own. Tutoring helped me focus on specific areas in Spanish I didn't understand. Academic Advocacy gave me many opportunities this semester, connecting me to resources and services across campus and giving me the encouragement and support I needed to get through the semester."

-UMBC Student

"I think the most fulfilling aspect of tutoring is when students no longer need tutoring. This is when you know that they have likely learned strategies that they have found helpful to their success, and are able to apply them with minimal external guidance."

-ASC Peer Educator

"I learned how to better manage my time in terms of prioritizing what I needed to study as well as better understanding what areas I was weak in so I could focus and study those more."

-UMBC Student

APPOINTMENT TUTORING

Appointment Tutoring is an opportunity to study and practice with peers at least once a week in a small group. The Academic Success Center provides appointment tutoring to support the content of most 100 and 200 level courses and some 300 and 400 level courses. Students can choose if they would prefer in-person or online appointment tutoring. Academic Success Center tutors are UMBC students who are recommended by faculty, have received formal tutor training, and have succeeded in the courses they tutor.

95%

of students stated that they felt more confident in their ability to understand and learn the material covered during tutoring

2,911

total number of appointment tutoring visits

640

individual students tutored by appointment

"My tutor has so much passion when she tutors and she definitely helps me understand the material."

-UMBC Student

Top Courses Tutored

Course	# of Visits
MATH 151	57
CHEM 101	54
MATH 152	43
MATH 155	39
STAT 121	36
CHEM 102	28
MATH 150	28
MATH 106	24
BIOL 303	23
CHEM 351	21
SPAN 201	20
BIOL 141	20
BIOL 302	18
PHYS 121	17
STAT 355	12



Tutor Spotlight

Isabel Kendall is a Senior majoring in Modern Languages, Linguistics and Intercultural Communication, who works as a Tutor.

"Studying language, I've had many wonderful teachers who have provided me with not only knowledge of the languages themselves, but also how to learn them. I felt I had a lot to give, and I wanted to share what I knew—that's one of the reasons why I became a tutor. Additionally, mentorship is one of the most rewarding positions I've had, and pursuing that role at the ASC has been incredibly worthwhile. Being a part of someone's journey of growth and learning, even if in a small way, brings me a great deal of joy. Whether hearing from a student that they did well on a quiz, or working through a challenging question, I get to help students and meet wonderful people in the process, an all-around delightful experience."

DROP-IN TUTORING

The ASC provides drop-in tutoring assistance for students who have quick questions about course concepts, to support the content of many 100 and 200 level courses, and some 300 and 400 level courses.

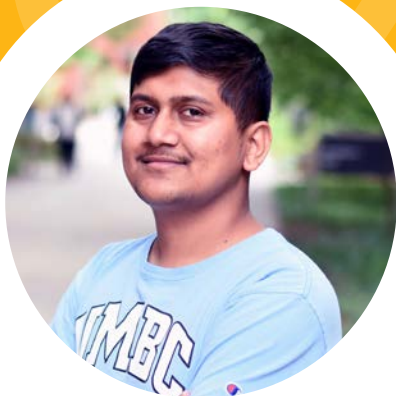
3,413

total number of drop-in visits



2,511

individual students tutored by drop-in



Top Courses Tutored

Course	# of Tutoring Visits
MATH 151	113
CHEM 101	89
MATH 152	63
MATH 155	58
MATH 106	49
MATH 150	47
PHYS 122	40
CHEM 351	35
CHEM 102	30
PHYS 121	27
BIOL 302	26
STAT 121	25
STAT 355	24
Studying and Practice	23
PHYS 111	20

Tutor Spotlight

Arun Dahal Khatri, is a Senior, majoring in Financial Economics, who works as a Tutor.

"As an economics tutor at UMBC, this role has been one of the most rewarding parts of my academic journey. Teaching economics aligns perfectly with my passion for understanding how the world works through data, theory, and real-world applications. From a young age, I've always dreamed of sharing knowledge and making learning accessible to others, so becoming a tutor felt like a natural step. What I find most fulfilling is seeing students gain confidence in a subject they initially found challenging. It means a lot when students tell me they finally understand a concept or when they greet me outside of tutoring sessions to discuss current financial or economic issues they often even smile and thank me for the support. These moments confirm that I'm making a positive impact, and they continue to inspire me. Tutoring has not only strengthened my own understanding of economics, but it has also helped me develop communication skills and a deeper sense of empathy for others' learning journeys."

COMPUTING SUCCESS CENTER

The Computing Success Center (CSC) provides drop-in support for Computer Science, Computer Engineering and Information Systems students, and students with any programming questions.

Since its inception as an online support model during remote instruction in 2020, the CSC has seen more than a ten-fold increase in student participation.

3,463

total number of
Computing Success
Center visits

"My tutor explained the concepts in a way that was simple to understand while applying it directly to my project."

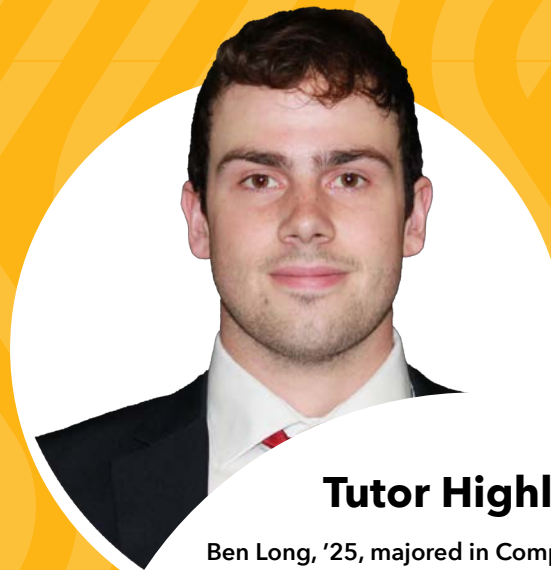
-UMBC Student

480

individual students
tutored by the
Computing
Success Center

Top Courses Tutored

Course	# of Tutoring Visits
CMSC 202	929
CMSC 341	588
CMSC 313	508
CMSC 201	327
CMSC 421	182
CMPE 306	181
CMSC 203	131
CMPE 314	106
CMSC 441	69
IS 147	68
IS 310	48
IS 300	43
CMSC 331	39
Programming Languages	38
CMPE 316	33



Tutor Highlight

Ben Long, '25, majored in Computer Science, and worked as a Computing Success Center Tutor.

"The Academic Success Center has given me an opportunity to reinforce the content I learned during earlier courses in my major. You don't know something until you can teach it and there are many times when I was tutoring that I had to learn with my students and it became a learning experience for both of us. As graduation approached, I began applying for jobs and that's when I was able to put what I've been reinforcing to the test. My tutoring experience gave me confidence in my interviews, emphasizing the mastery of the basic level skills from my first gateway courses. Whether it's as a steady on-campus job, additional applied experience, or just a passion for teaching and learning, the Academic Success Center is truly the place to be for all Retrievers.

The Academic Success Center helps both tutors and students progress from passing to excelling."

SI PASS

SUPPLEMENTAL INSTRUCTION

Supplemental Instruction (SI) is an academic support model that utilizes Peer Assisted Study Sessions (PASS). The SI PASS program targets traditionally difficult academic courses, providing regularly scheduled, out-of-class review sessions. The sessions are informal seminars in which students compare notes, discuss readings, develop organizational tools and predict test items. SI PASS support is available for 22 courses including Biology, Chemistry, Economics, Math, Physics, Spanish and Statistics.



Peer Educator Spotlight

Gus Ross '27, is a junior majoring in Chemical Engineering, who works as an SI PASS Leader.

"I became an SI PASS leader after I saw the personal impact it had on me and my grades as a freshman. Entering an environment where people are encouraged to collaborate with one another really helped me practice and better understand difficult lecture material. The fact that I was surrounded by my peers and had a session lead by peers helped take the stress of talking in a big lecture hall away from me. After seeing the positive impact that experience had on me and my friends, I decided to pursue being an SI PASS leader my sophomore year as a way to motivate and help others. I find the connections I am able to build with students very meaningful as I inspire them to come back and keep practicing. I am able to personally improve their learning experience while simultaneously watching their growth in the class throughout the semester."

2,080

SI PASS sessions

16,915

total SI PASS student contact hours

2,232

students attending SI PASS review sessions

"I had a great SI PASS leader, she allows her students to try and figure out the questions themselves and is very patient in letting them think. This tests our knowledge as well as gives us a moment to collaborate together to find the answer." -UMBC Student

Retention Rates and GPA for Registered First-Time and Transfer Students by SI PASS Participation During Fall 2024

Attended / Not Attended SI PASS	Term	First-Time Admitted Students	Cumulative GPA End of Term First-Time Students	1 Semester Retention First-Time Students	Transfer Admitted Students	Cumulative GPA End of Term Transfer Students	1 Semester Retention Transfer Students
SI PASS	Fall 2024	1300	3.17	95.08%	267	3.03	84.27%
No SI PASS	Fall 2024	2328	2.96	89.95%	512	2.79	78.52%

Retention rates for first-time admitted students (those who came directly to UMBC from high school) and transfer-admitted students who attended SI PASS were higher than those who did not.

Photo by Mike Mower '12

LOOKING FORWARD

Established in 2019, the Academic Success Center (ASC) has experienced a remarkable first six years—and we're just getting started. As UMBC embarks on a new [campus-wide strategic planning process](#), the ASC is simultaneously engaging in its own strategic reflection and renewal. Building on the foundation of our previous strategic plan, we have revised and established new goals that will guide our efforts in advancing our mission and strengthening our impact. These long-term priorities are designed to ensure we continue to serve all undergraduate students with excellence and purpose:

- **Advance our mission and values** related to diversity, equity, inclusion, and accessibility through intentional hiring, training, programming, and assessment.
- **Increase awareness** of the ASC's academic support services among UMBC students, faculty, and staff.
- **Encourage greater student engagement** with our services by making them more visible, accessible, and inviting.
- **Support student success** by promoting learning, self-advocacy, and connection to campus resources.

With our vibrant space centrally located in the Albin O. Kuhn Library, the ASC is well-positioned to continue serving as a vital and highly visible academic support hub for all UMBC undergraduates. Our team of over 200 trained peer educators provides compassionate care and timely referrals to ASC and campus-wide resources, ensuring that students receive the support they need, when they need it.

Beginning in Fall 2025, our drop-in computing success support—previously located in the Fine Arts Building—will be integrated into our Library-based services. This strategic co-location of all drop-in tutoring support will enhance the student experience by consolidating resources in one central, accessible location. Students will benefit from seamless access to a broader team of staff and peer educators, increasing the impact and efficiency of our services.

UMBC's Academic Success Center remains an active partner in a [\\$4 million U.S. Department of Education](#) grant aimed at strengthening student success through peer-to-peer engagement across the University System of Maryland. Our Academic Peer Advocacy Program continues to serve as a model for institutions seeking to use data to identify students who may be at risk and connect them early to trained peers, promoting a culture of proactive help-seeking.

Our Academic Advocacy team has adopted a data-informed, proactive, personalized, and coordinated care model designed to support all first-time-in-college and transfer undergraduates—starting with first- and second-year students to improve retention, and extending through to graduation. Our Academic Peer Advocates are applying practices recently spotlighted in [Unlocking the Power of Peers: A Toolkit for Embedding Peer-to-Peer Guidance into Broad-Access Public Colleges](#), published by College Access: Research & Action (CARA). This recognition, and our continued partnership with CARA, reflects our shared commitment to closing equity gaps for students of color and low-income students while strengthening collaborations across Maryland and beyond.

Our [staff](#) continues to contribute to global conversations in the field, with several members invited to present at national and international conferences (as budgets allow), sharing UMBC's highly recognized academic care model and supporting other institutions in establishing their own Academic Advocacy programs.

During the renovation of Sherman Hall, our Academic Advocacy and Academic Policy teams will be temporarily relocated to the Fine Arts Building to continue meeting with students and faculty. Supplemental Instruction (SI PASS) review sessions will also continue in this location to maintain continuity of service.

As we look ahead, the ASC remains committed to providing centralized, accessible, and student-centered academic support. Through our strong partnerships across campus and the guidance of the [ASC Advisory Board](#), we continue to uphold our mission and live our core values:

Mission Statement:

The Academic Success Center provides centralized academic support services for undergraduate students to help them achieve their individual goals and earn a UMBC degree. Guided by caring peers, staff, and faculty—and in collaboration with the broader campus community—our programs empower students to engage with resources and develop the skills and strategies necessary for success throughout their academic journey and beyond.

We invite you to visit us in person on the first floor of the UMBC Library or explore our resources online at academicsuccess.umbc.edu. Be sure to follow us on [Instagram](#) and [Facebook](#) to stay connected throughout the year.



MEET OUR TEAM



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