

The Academic Advancement Program (AAP)

The Academic Advancement Program (AAP), is a multi-racial, multi-cultural program with a threefold mission: (1) to ensure the academic success, retention, and graduation of its more than 5,500 students, (2) to increase the numbers of its students entering graduate and professional schools, and (3) to develop the academic, political, scientific, economic, and community leadership necessary to transform society in the twenty-first century. AAP services and programs are proactive rather than reactive, comprehensive rather than fragmented, and oriented toward furthering the long-term academic and personal growth of AAP students rather than merely solving immediate problems.

AAP encourages and promotes academic achievement and excellence by providing students with **tutoring**, academic, personal, and career counseling, graduate mentoring, scholarships, research opportunities and stipends, opportunities to participate in innovative science programs, and a computer laboratory.

Students are eligible for AAP if their academic profiles and personal backgrounds may impact their University experience and their retention and graduation from UCLA. AAP students come from **underrepresented populations (i.e., Latino/a, African American, and Native American)**, or are **first-generation college students**, or come from **low-income families**. For more information, contact the AAP Office in 1232 Campbell Hall (310- 206-1550; <http://www.humnet.ucla.edu/aap/>).

TUTORIAL SERVICES

AAP Tutorial fosters excellence. AAP tutoring seeks to help AAP students assess and develop the reading, writing, quantitative reasoning, and analytical and critical thinking skills necessary for success at the university. Tutors provide students with the intellectual challenge, encouragement, and personal support they need to recognize their own authority as thinkers and learners. Tutors also act as mediators and mentors, helping AAP students deal with the academic expectations of UCLA.

AAP's tutorial pedagogy is grounded in the following beliefs:

- 1) To become active and critical thinkers, students must assume responsibility for the learning that occurs in tutorial sessions. AAP tutors do not reproduce the role of the instructor. They supplement instruction by getting students to engage course materials actively, critically, and independently through questioning, dialogue, and debate. The aim is to place students at the center of the tutorial session, making them responsible for interpreting materials, questioning concepts, and testing the ideas they encounter in their classes.

- 2) Students recognize their own intellectual authority only in an environment that combines rigorous academic expectations with encouragement, support, and respect. AAP tutors encourage students to share their experiences and insights freely during tutorial sessions; they provide students with constructive feedback that acknowledges the value of their ideas and reinforces their potential as aspiring scholars; they actively challenge students' perceptions and help them appreciate the power and value of their ethnic and socio-economic heritages--both at the university and in the broader society.
- 3) Effective tutors are intellectual mentors who offer their personal support and their knowledge of campus life. Tutors are often asked to mediate in problems and situations that have their roots in distinctly non-academic spheres: in feelings of alienation, anxiety about family expectations, financial pressures, and the like. Trained in crisis intervention, AAP tutors provide students with information about campus resources and refer them to the appropriate campus offices.

AAP provides free tutoring to AAP students in more than 450 courses in its Math/Sciences, Social Sciences, and Humanities Labs. Tutoring is done primarily by AAP undergraduates who are themselves successful upper division students. AAP tutoring is not a program that one enters late in the quarter to remedy academic difficulties. Being tutored is a quarter-long commitment. Students are expected to attend all tutorial sessions and cannot sign up for services after the second week without an AAP Counselor's recommendation.

The majority of AAP tutoring is done in small groups. This fosters discussion and allows students to listen to, grapple with, and articulate new and different perspectives. It helps students develop the tools necessary for scholarly inquiry and enables them to work collaboratively, to help one another, and to see that they can rely on classmates as well as on teaching assistants and tutors in the learning process.

Composition courses are tutored almost exclusively one-on-one and focus on the individual's own expression and understanding. Writing is treated as a process of ongoing revision, teaching students to critically evaluate and edit their own writing.

Tutorial sessions allow the tutor to get a close-up look at what skills, experiences, and background knowledge the student brings to the course. Tutorial sessions allow tutors and tutees an opportunity to get to know and trust one another.