

## ACADEMIC YEAR 2016-2017 REPORT

The THINK TANK is the centralized place for University of Arizona academic support. We are staffed by learning center professionals, talented graduate students, and a dedicated team of peer tutors and mentors. *Our mission:* to empower UA students by providing a positive environment where they can master the skills needed to become successful lifelong learners.

### HIGHLIGHTS

#### *Operational Outcomes*

- THINK TANK services continue to be used by a large proportion of UA students, with 11,119 students in AY 2016-2017.
- 10,830 undergraduates utilized THINK TANK services, comprising 31.8% of the undergraduate population.
- Students also visited THINK TANK more often with an overall 10.4% increase in the total number of visits compared to last AY with a total of 77,280 visits.
- 58.8% of the full-time, first-time freshmen cohort utilized THINK TANK services within their first year at UA. 3,524 students in the cohort came for over 31,000 visits. This comprises 40% of our total visits.
- THINK TANK's Supplemental Instruction (SI) program grew 50% in terms of number of visits between AY 15-16 to AY 16-17 to 31,270 visits.

#### *Student Learning Outcomes*

- According to exit surveys for Schedule for Success students, 87% agree or strongly agree that the program helped them to gain a better understanding of their academic strengths and weaknesses. (n = 214)
- As a result of attending Academic Skills Tutoring workshops, 84% of students responded that they learned new skills that will help them in college. (n = 792) Students reported gains in motivation, confidence, and greater knowledge of the resources available to them.
- Propensity score matching analysis of Writing Center usage among the freshmen cohort in ENGL 101 shows that freshmen who visit the Writing Center are more likely to receive an A or B in the course than a comparison group – 86.2% of Writing Center users received an A/B, versus 74.2% of non-users.

#### *Data-Informed Insights*

- Results from the 2016 THINK TANK tutoring survey informed tutor training practices by including additional group facilitation modules. Survey results also prompted a follow-up survey on student experience to take place at the end of spring 2017.

- Increased usage of online Supplemental Instruction sessions supported additional online SI sessions and the expansion of online SI into further courses.
- Changed drop-in tutoring hours at two locations in response to usage trends in fall and spring.
- In response to feedback from program participants and staff, the UA Online Rebound course was lengthened to include topics that are most relevant and meaningful to the population it serves.
- Analysis of peak hours of usage by SI and tutoring programs led to cooperative scheduling of the two services in order to optimize the efficient use of space.

### *Retention and Graduation Rates*

- Fall 2015 freshmen in the full-time, first-time cohort retained at a rate 8.5 percentage points higher than their peers if they used THINK TANK free services. A propensity score analysis found that freshmen who visited the THINK TANK five or more times (n=1,386) were retained at a rate of 90.0%. The control group was retained at 81.5%.
- The use of THINK TANK services was especially impactful on the retention rate of under-represented minority (URM) students in the FTFT cohort. The propensity score analysis found that URM THINK TANK users were retained at a rate of 90.9%, compared to 81.3% for the control group, a 9.6 percentage point difference.
- Regular participation in SI supports student success in STEM majors by increasing persistence within STEM majors from freshman to sophomore year; 81.6% of consistent (3+) SI users who were STEM majors in fall 2015 remained STEM in fall 2016 compared to 67.1% of a non-participant control group. This is a 14.5 percentage point difference. (PSM analysis)
- Fall 2015 freshmen in ENGL101 who visited the Writing Center during their first semester were retained to fall 2016 at a rate of 84.4%, 6.9 percentage points higher than their comparison group. (PSM analysis)

### *Points of Pride*

#### *Awards and Recognition*

Recipient	Award Name	Awarding Organization
Dorothy Briggs, Director	Edith Sayre Auslander Established Visionary Award, 2017	Commission on the Status of Women
Amanda Parkman, Academic Skills Coordinator	Outstanding Staff Award, 2016	Asian American, Faculty, Staff, and Alumni Association
THINK TANK	Outstanding Campus Partner	Eller College of Management
Cassandra Hirdes, Associate Director	Nominee for Outstanding Seasoned Professional	SAEM/AISS Impact Awards
Cassandra Hirdes, Associate Director	The first #WorkCrushWednesday	ACPA (College Student Educators International)
Laura Andrews, Assessment Coordinator	Nominee for Outstanding New Professional	SAEM/AISS Impact Awards

### *Presentations and Publications*

Presenter/Author	Title	Conference/Journal
Dorothy Briggs, Director	“Developing Shining Mentoring and Tutoring Programs”	National College Learning Center Association Annual Conference
Dorothy Briggs, Director	“Frank L. Christ: Tracking Transitions, Past to Future”	College Reading and Learning Association Annual Conference
Arturo Rodriguez, SI Services Coordinator	“The Fear of Failure in Historically Challenging Courses”	SI International Conference

### *New Initiatives*

- THINK TANK staff collaborated with Eller School of Management to develop and support the Wildcat Academy success course for business freshmen in the program.
- Expansion of Academic Skills Tutoring collaboration with International Student Services, CLAS, Graduate College, and success courses (CAL195C, LASC195A, and ECOL195M) to provide specialized workshops to support student success.
- Supplemental Instruction expanded to include four new classes in fall 2016, including CHEM 241A, CHEM 152, PHYS 141, and PHYS 102. Additionally, SI now offers CHEM 151 sessions online.
- In collaboration with International Student Services, CAPS, and the Writing Center, the THINK TANK Academic Skills program offered a new workshop series for international students. The “Let’s Talk About...” workshops focused on opportunities for students to engage in conversational speaking while learning about important information for student success at UA.
- In collaboration with the Arizona Science, Engineering, and Math Scholars (ASEMS) program, THINK TANK Writing Specialist Chris Hamel-Brown developed and facilitated course content on writing for STEM majors.
- THINK TANK Writing Center staff partnered with the College of Law to implement training for legal Writing Fellows and develop a satellite Writing Center located at the Law School for professional students.

### *Future Initiatives*

- In partnership with the Office of Diversity and Inclusion in the Health Sciences, THINK TANK is working to develop a preparation course for the MCAT to add to our Test Prep programming. MCAT prep courses will be offered starting summer 2017.
- As a part of the Wildcat Academy program for incoming students, Supplemental Instruction will be offering sessions for a select group of general education courses beginning in fall 2017.
- Curriculum for online Supplemental Instruction sessions is in development for MCB181.

## I. Usage Data

Academic Year data includes summer 2016, fall 2016, and spring 2017.

Total number of visits	77,280
Total number of hours	92,374
Total number of students	11,119
Total number of courses	890

### FEE-BASED SERVICES

FEE BASED SERVICES	STUDENTS	VISITS	HOURS
Educational Planning	46	339	262
Exam Prep	1202	2426	6065
Group Tutoring	10	10	10
Individual Tutoring	556	2058	1982
Learning Curve	3	8	9
Plagiarism Awareness Workshop	132	132	264
<b>Total</b>	<b>1,744</b>	<b>4,973</b>	<b>8,593</b>

The Fee Based Service total visits represents a 6% decrease compared to AY 15-16.

### FREE SERVICES

Drop-In Tutoring	STUDENTS	VISITS	HOURS
Math Drop-In	2569	20711	29719
Writing Center Visits	3115	7267	3236
Language Drop-In	917	2428	2053
Science Drop-In	585	2368	3870
Business Drop-In	214	512	715
<b>Total</b>	<b>5,907</b>	<b>33,286</b>	<b>39,593</b>

Online Tutoring	STUDENTS	VISITS	HOURS
Math Online	67	154	118
Writing Online	256	525	219
<b>Total</b>	<b>317</b>	<b>679</b>	<b>337</b>

Supplemental Instruction	STUDENTS	VISITS	HOURS
SI Session	4,265	19,947	26,270
SI Session Online	140	219	188
SI Session Residence Life	1,957	11,104	9,498
<b>Total</b>	<b>4,595</b>	<b>31,270</b>	<b>35,956</b>

<b>Academic Skills Tutoring</b>	STUDENTS	VISITS	HOURS
AST Appointment	38	49	23
AST Drop-in	48	70	37
Online AST Appointment	2	2	1
Workshop	1648	2148	2072
<b>Total</b>	<b>1,716</b>	<b>2,269</b>	<b>2,133</b>

<b>Schedule for Success</b>	STUDENTS	VISITS	HOURS
S4S Individual Tutoring	5	5	3
S4S Learning Specialist	477	1775	1216
S4S Office Hours	81	391	393
S4S Online Learning Specialist	1	2	2
S4S Weekly Course Review	48	302	453
S4S Workshop	179	179	179
<b>Total</b>	<b>516</b>	<b>2,654</b>	<b>2,247</b>

<b>Wildcat Track</b>	STUDENTS	VISITS	HOURS
WT Learning Specialist	240	627	469
WT Workshop	100	101	101
<b>Total</b>	<b>242</b>	<b>728</b>	<b>570</b>

<b>College of Engineering</b>	STUDENTS	VISITS	HOURS
Study Group	231	870	1,319
Study-A-Thon	216	308	1,383
<b>Total</b>	<b>350</b>	<b>1,178</b>	<b>2,702</b>

<b>Accounting Study Groups</b>	STUDENTS	VISITS	HOURS
Weekly Course Review	98	243	243
<b>Total</b>	<b>98</b>	<b>243</b>	<b>243</b>

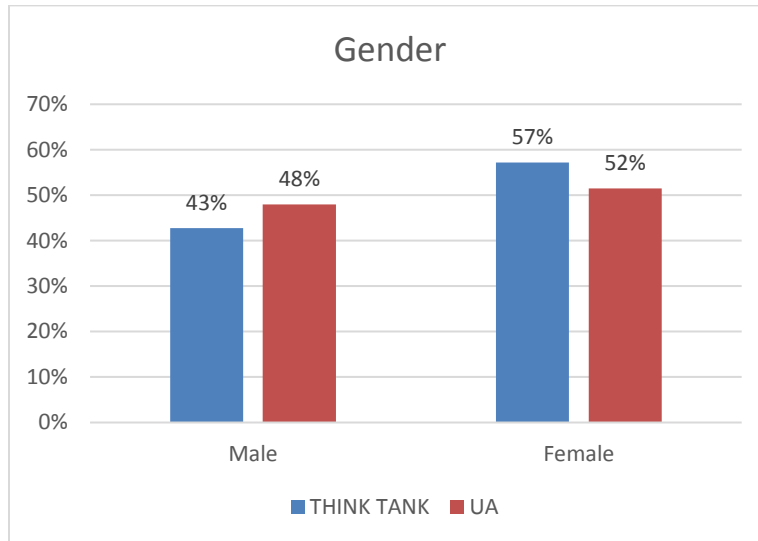
	STUDENTS	VISITS	HOURS
<b>GRAND TOTAL FREE SERVICES</b>	<b>10,618</b>	<b>72,307</b>	<b>83,781</b>

The Free Services visits totals represent a 12% increase compared to AY 15-16.

## II. Student Demographics

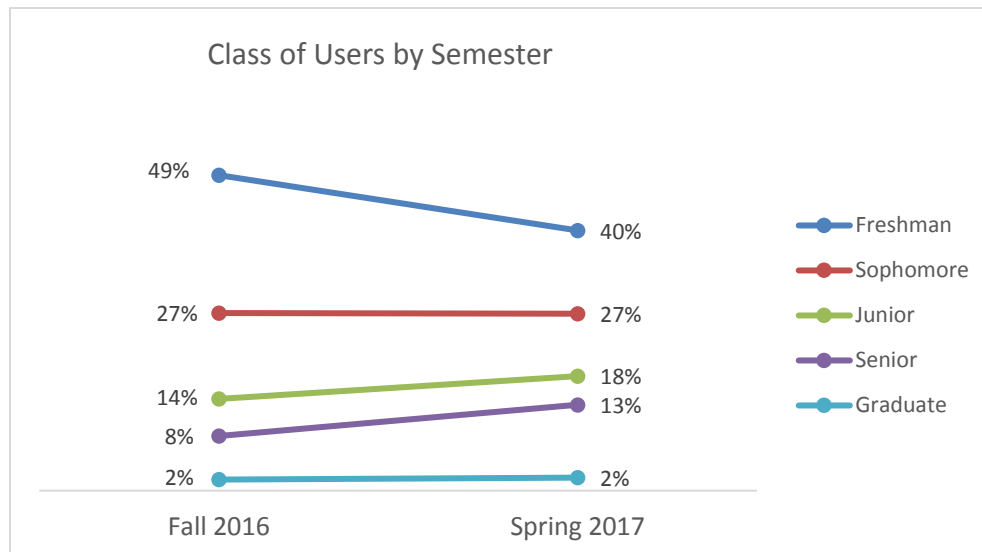
### GENDER

The gender distribution of THINK TANK users remained steady from the previous years. We see a larger representation of women using the THINK TANK than their share of the overall UA population.



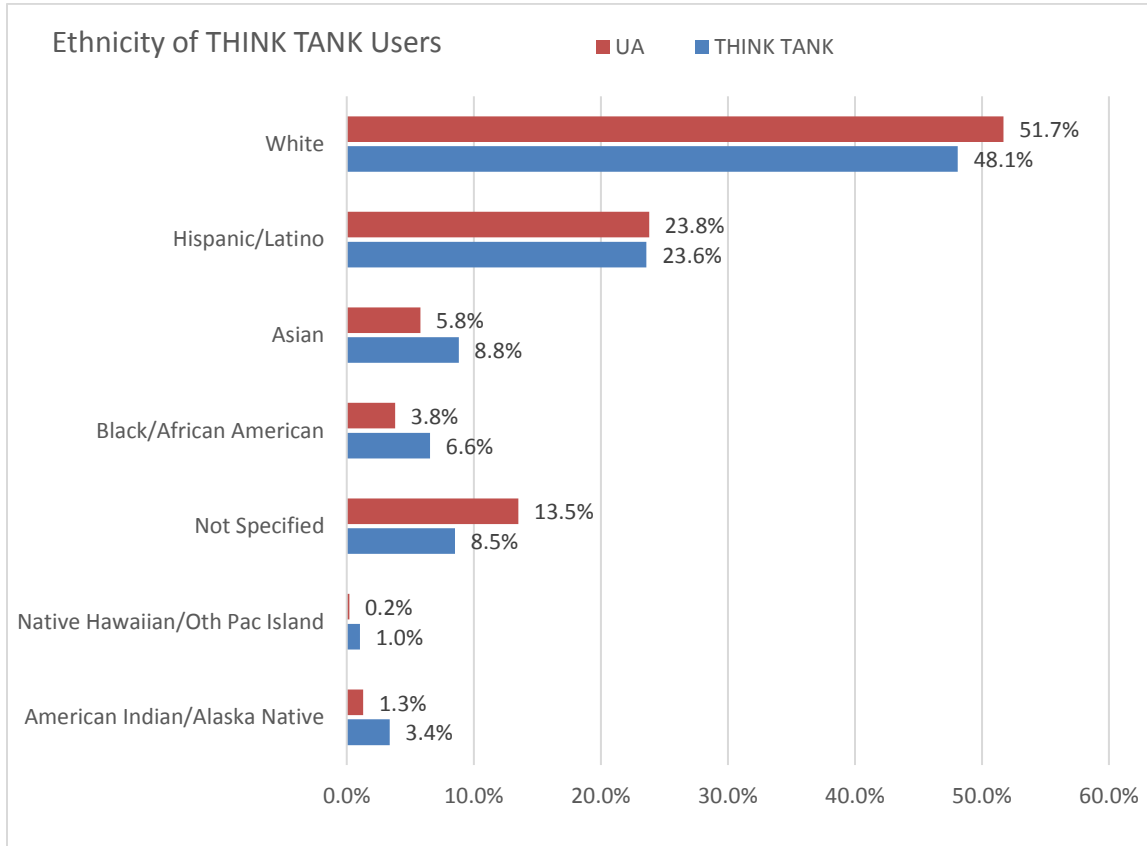
### CLASS STANDING

10,830 undergraduate students used THINK TANK services, constituting **31.8% of the UA undergraduate fall enrollment**. **3.1% of the UA graduate and professional student population** of 9,553 students used THINK TANK, equaling 293 unique graduate students.



### ETHNICITY

Representation by ethnicity saw no significant changes between AY 14-15 and AY 15-16. Compared to the UA overall student body, under-represented minority students are slightly more likely to use THINK TANK services.



COLLEGE OF THINK TANK USERS

	Fall 2016		Spring 2017	
	<i>Students</i>	<i>% of Users</i>	<i>Students</i>	<i>% of Users</i>
College of Science	1,655	20.6%	1300	21.3%
Eller College of Management	1,102	13.7%	952	15.6%
College of Agric and Life Sci	882	11.0%	632	10.4%
Colleges of Letters Arts & Sci	849	10.6%	478	7.8%
College of Social & Behav Sci	815	10.2%	620	10.2%
College of Medicine	794	9.9%	607	10.0%
College of Engineering	739	9.2%	515	8.4%
Public Health, Col of	344	4.3%	273	4.5%
College of Nursing	298	3.7%	220	3.6%
College of Education	199	2.5%	157	2.6%
College of Fine Arts	116	1.4%	136	2.2%
College of Humanities	80	1.0%	72	1.2%
Col Arch Plan & Landscape Arch	62	0.8%	80	1.3%
College of Optical Sciences	25	0.3%	16	0.3%
Graduate College	15	0.2%	17	0.3%
University of Arizona South	5	0.1%	7	0.1%
College of Pharmacy	5	0.1%	2	0.0%
James E Rogers College of Law	4	0.0%	0	0.0%
University	0	0%	14	0.2%



### III. UA Courses Supported - THINK TANK SUPPORTED STUDENTS IN 890 DIFFERENT COURSES

A. Math Courses – 3,250 students came for support in a math course, totaling 25,529 visits.

Below are the top ten math courses in terms of number of visits.

Course	Students	Visits
MATH112	996	5408
MATH122B	535	4628
MATH129	473	4271
MATH116	421	2637
MATH120R	297	2173
MATH122A	487	2083
MATH125	122	1106
MATH111	153	642
MATH100	137	611
MATH109C	82	565

B. Writing Support – The Writing Center supported students in 785 courses over the year. Below are the top ten courses in which students sought the most assistance.

Course	Students	Visits
ENGL101	528	1027
ENGL102	365	731
ENGL109H	183	349
ENGL107	152	282
ENGL106	80	175
GER160A1	92	169
ENGL101A	80	164
ART150B1	126	138
GER160C1	58	121
CHS204	64	105

C. Fee-based Support – 94 courses were supported through THINK TANK fee-based services, including Individual Tutoring, Group Tutoring, and Exam Prep. Below are the most popular courses for fee-based services.

Course	Students	Visits
MATH112	523	1300
MATH122B	214	557
MATH116	233	535
MATH129	197	439
MATH120R	130	244
MATH122A	170	225
CHEM151	41	137
CHEM152	29	123
ACCT200	27	76