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**

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

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

### 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 (CALS195C, 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.

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of visits</td>
<td>77,280</td>
</tr>
<tr>
<td>Total number of hours</td>
<td>92,374</td>
</tr>
<tr>
<td>Total number of students</td>
<td>11,119</td>
</tr>
<tr>
<td>Total number of courses</td>
<td>890</td>
</tr>
</tbody>
</table>

**FEE-BASED SERVICES**

<table>
<thead>
<tr>
<th>Fee Based Services</th>
<th>Students</th>
<th>Visits</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Planning</td>
<td>46</td>
<td>339</td>
<td>262</td>
</tr>
<tr>
<td>Exam Prep</td>
<td>1202</td>
<td>2426</td>
<td>6065</td>
</tr>
<tr>
<td>Group Tutoring</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Individual Tutoring</td>
<td>556</td>
<td>2058</td>
<td>1982</td>
</tr>
<tr>
<td>Learning Curve</td>
<td>3</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>Plagiarism Awareness Workshop</td>
<td>132</td>
<td>132</td>
<td>264</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,744</strong></td>
<td><strong>4,973</strong></td>
<td><strong>8,593</strong></td>
</tr>
</tbody>
</table>

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

**FREE SERVICES**

<table>
<thead>
<tr>
<th>Free Services</th>
<th>Students</th>
<th>Visits</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math Drop-In</td>
<td>2569</td>
<td>20711</td>
<td>29719</td>
</tr>
<tr>
<td>Writing Center Visits</td>
<td>3115</td>
<td>7267</td>
<td>3236</td>
</tr>
<tr>
<td>Language Drop-In</td>
<td>917</td>
<td>2428</td>
<td>2053</td>
</tr>
<tr>
<td>Science Drop-In</td>
<td>585</td>
<td>2368</td>
<td>3870</td>
</tr>
<tr>
<td>Business Drop-In</td>
<td>214</td>
<td>512</td>
<td>715</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>5,907</strong></td>
<td><strong>33,286</strong></td>
<td><strong>39,593</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Online Tutoring</th>
<th>Students</th>
<th>Visits</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math Online</td>
<td>67</td>
<td>154</td>
<td>118</td>
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<tr>
<td>Writing Online</td>
<td>256</td>
<td>525</td>
<td>219</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>317</strong></td>
<td><strong>679</strong></td>
<td><strong>337</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Supplemental Instruction</th>
<th>Students</th>
<th>Visits</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SI Session</td>
<td>4,265</td>
<td>19,947</td>
<td>26,270</td>
</tr>
<tr>
<td>SI Session Online</td>
<td>140</td>
<td>219</td>
<td>188</td>
</tr>
<tr>
<td>SI Session Residence Life</td>
<td>1,957</td>
<td>11,104</td>
<td>9,498</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>4,595</strong></td>
<td><strong>31,270</strong></td>
<td><strong>35,956</strong></td>
</tr>
<tr>
<td><strong>Academic Skills Tutoring</strong></td>
<td><strong>STUDENTS</strong></td>
<td><strong>VISITS</strong></td>
<td><strong>HOURS</strong></td>
</tr>
<tr>
<td>----------------------------</td>
<td>--------------</td>
<td>------------</td>
<td>-----------</td>
</tr>
<tr>
<td>AST Appointment</td>
<td>38</td>
<td>49</td>
<td>23</td>
</tr>
<tr>
<td>AST Drop-in</td>
<td>48</td>
<td>70</td>
<td>37</td>
</tr>
<tr>
<td>Online AST Appointment</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Workshop</td>
<td>1648</td>
<td>2148</td>
<td>2072</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,716</strong></td>
<td><strong>2,269</strong></td>
<td><strong>2,133</strong></td>
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</table>

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

<table>
<thead>
<tr>
<th><strong>Wildcat Track</strong></th>
<th><strong>STUDENTS</strong></th>
<th><strong>VISITS</strong></th>
<th><strong>HOURS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>WT Learning Specialist</td>
<td>240</td>
<td>627</td>
<td>469</td>
</tr>
<tr>
<td>WT Workshop</td>
<td>100</td>
<td>101</td>
<td>101</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>242</strong></td>
<td><strong>728</strong></td>
<td><strong>570</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>College of Engineering</strong></th>
<th><strong>STUDENTS</strong></th>
<th><strong>VISITS</strong></th>
<th><strong>HOURS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Study Group</td>
<td>231</td>
<td>870</td>
<td>1,319</td>
</tr>
<tr>
<td>Study-A-Thon</td>
<td>216</td>
<td>308</td>
<td>1,383</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>350</strong></td>
<td><strong>1,178</strong></td>
<td><strong>2,702</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Accounting Study Groups</strong></th>
<th><strong>STUDENTS</strong></th>
<th><strong>VISITS</strong></th>
<th><strong>HOURS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Course Review</td>
<td>98</td>
<td>243</td>
<td>243</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>98</strong></td>
<td><strong>243</strong></td>
<td><strong>243</strong></td>
</tr>
</tbody>
</table>

**GRAND TOTAL FREE SERVICES**

<table>
<thead>
<tr>
<th><strong>STUDENTS</strong></th>
<th><strong>VISITS</strong></th>
<th><strong>HOURS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>10,618</strong></td>
<td><strong>72,307</strong></td>
<td><strong>83,781</strong></td>
</tr>
</tbody>
</table>

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.

![Gender Distribution Chart]

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.

![Class of Users by Semester Chart]
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.

**Ethnicity of THINK TANK Users**

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>UA</th>
<th>THINK TANK</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>51.7%</td>
<td>48.1%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>23.8%</td>
<td>23.6%</td>
</tr>
<tr>
<td>Asian</td>
<td>5.8%</td>
<td>8.8%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>3.8%</td>
<td>6.6%</td>
</tr>
<tr>
<td>Not Specified</td>
<td>13.5%</td>
<td>8.5%</td>
</tr>
<tr>
<td>Native Hawaiian/Oth Pac Island</td>
<td>0.2%</td>
<td>1.0%</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>1.3%</td>
<td>3.4%</td>
</tr>
<tr>
<td>College of THINK TANK Users</td>
<td>Fall 2016</td>
<td>Spring 2017</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-----------</td>
<td>-------------</td>
</tr>
<tr>
<td></td>
<td>Students</td>
<td>% of Users</td>
</tr>
<tr>
<td>College of Science</td>
<td>1,655</td>
<td>20.6%</td>
</tr>
<tr>
<td>Eller College of Management</td>
<td>1,102</td>
<td>13.7%</td>
</tr>
<tr>
<td>College of Agric and Life Sci</td>
<td>882</td>
<td>11.0%</td>
</tr>
<tr>
<td>Colleges of Letters Arts &amp; Sci</td>
<td>849</td>
<td>10.6%</td>
</tr>
<tr>
<td>College of Social &amp; Behav Sci</td>
<td>815</td>
<td>10.2%</td>
</tr>
<tr>
<td>College of Medicine</td>
<td>794</td>
<td>9.9%</td>
</tr>
<tr>
<td>College of Engineering</td>
<td>739</td>
<td>9.2%</td>
</tr>
<tr>
<td>Public Health, Col of</td>
<td>344</td>
<td>4.3%</td>
</tr>
<tr>
<td>College of Nursing</td>
<td>298</td>
<td>3.7%</td>
</tr>
<tr>
<td>College of Education</td>
<td>199</td>
<td>2.5%</td>
</tr>
<tr>
<td>College of Fine Arts</td>
<td>116</td>
<td>1.4%</td>
</tr>
<tr>
<td>College of Humanities</td>
<td>80</td>
<td>1.0%</td>
</tr>
<tr>
<td>Col Arch Plan &amp; Landscape Arch</td>
<td>62</td>
<td>0.8%</td>
</tr>
<tr>
<td>College of Optical Sciences</td>
<td>25</td>
<td>0.3%</td>
</tr>
<tr>
<td>Graduate College</td>
<td>15</td>
<td>0.2%</td>
</tr>
<tr>
<td>University of Arizona South</td>
<td>5</td>
<td>0.1%</td>
</tr>
<tr>
<td>College of Pharmacy</td>
<td>5</td>
<td>0.1%</td>
</tr>
<tr>
<td>James E Rogers College of Law</td>
<td>4</td>
<td>0.0%</td>
</tr>
<tr>
<td>University</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Students</th>
<th>Visits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH112</td>
<td>996</td>
<td>5408</td>
</tr>
<tr>
<td>MATH122B</td>
<td>535</td>
<td>4628</td>
</tr>
<tr>
<td>MATH129</td>
<td>473</td>
<td>4271</td>
</tr>
<tr>
<td>MATH116</td>
<td>421</td>
<td>2637</td>
</tr>
<tr>
<td>MATH120R</td>
<td>297</td>
<td>2173</td>
</tr>
<tr>
<td>MATH122A</td>
<td>487</td>
<td>2083</td>
</tr>
<tr>
<td>MATH125</td>
<td>122</td>
<td>1106</td>
</tr>
<tr>
<td>MATH111</td>
<td>153</td>
<td>642</td>
</tr>
<tr>
<td>MATH100</td>
<td>137</td>
<td>611</td>
</tr>
<tr>
<td>MATH109C</td>
<td>82</td>
<td>565</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Students</th>
<th>Visits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL101</td>
<td>528</td>
<td>1027</td>
</tr>
<tr>
<td>ENGL102</td>
<td>365</td>
<td>731</td>
</tr>
<tr>
<td>ENGL109H</td>
<td>183</td>
<td>349</td>
</tr>
<tr>
<td>ENGL107</td>
<td>152</td>
<td>282</td>
</tr>
<tr>
<td>ENGL106</td>
<td>80</td>
<td>175</td>
</tr>
<tr>
<td>GER160A1</td>
<td>92</td>
<td>169</td>
</tr>
<tr>
<td>ENGL101A</td>
<td>80</td>
<td>164</td>
</tr>
<tr>
<td>ART150B1</td>
<td>126</td>
<td>138</td>
</tr>
<tr>
<td>GER160C1</td>
<td>58</td>
<td>121</td>
</tr>
<tr>
<td>CHS204</td>
<td>64</td>
<td>105</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Students</th>
<th>Visits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH112</td>
<td>523</td>
<td>1300</td>
</tr>
<tr>
<td>MATH122B</td>
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