



THE UNIVERSITY OF ARIZONA  
**THINK TANK**

**THINK TANK**  
**2018 – 2019 Annual Report**

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## Department Description

### Mission & Vision

THINK TANK is dedicated to empowering UA students by providing a positive environment where they can master the skills needed to become successful lifelong learners.

Every University of Arizona student provides us with the opportunity to discover new ways of learning. By offering a wide range of programs and services, we encourage students to apply and refine transferable skills that will sustain them throughout their academic and professional lives. Strengthened by our partnerships, application of research, and use of technology, we create diverse learning environments that promote academic and personal exploration, collaboration, and critical thinking. The goals of THINK TANK are:

- As a result of using one or more services at the THINK TANK, students will self-report an increase in their academic self-efficacy.
- As a result of using one or more services at the THINK TANK, students will have a self-reported or observable increase in their metacognitive skills by identifying their learning strengths and applying them to their study habits to become more successful learners.
- As a result of using one or more services at the THINK TANK, students will self-report use of transferable cognitive strategies.

### Description of Programs and Services

**Tutoring:** THINK TANK offers content area peer tutoring services for math, science, and business courses. Language tutoring is offered by Spanish and French instructors at THINK TANK. The majority of tutoring (92%) is free of charge and drop-in. THINK TANK also offers fee-based individual and group tutoring sessions. THINK TANK peer tutors are certified through the College Reading and Learning Association's training program.

<https://thinktank.arizona.edu/drop-in-schedule>

**Supplemental Instruction:** Supplemental Instruction (SI) is a free service that provides regularly scheduled, out-of-class study sessions. SI sessions are led by students who have previously taken the course. During the sessions, students use collaborative learning techniques to review important course concepts, predict and practice test items, develop test prep strategies, and discuss readings. In AY 18-19, SI supported courses within Physics, Chemistry, Ecology, Microbiology, Physiology, Nutritional Science, Spanish, Anthropology, Latin American Studies, and Astronomy.

<https://thinktank.arizona.edu/supplemental-instruction>

**Writing Center:** THINK TANK's Writing Center offers students free drop-in tutoring sessions for writing support, as well as free 30-minute appointments. Writing tutors offer feedback on structure, formatting, style, and expression, and serve as a sounding board for students' ideas. Though many of the students come for support in foundational English courses, the Writing Center offered support for students in 785 courses in AY 16-17.

<http://thinktank.arizona.edu/writing-center>

**Schedule for Success:** Schedule for Success (S4S) is a comprehensive program designed to help students build a strong foundation and support system at the University of Arizona. Students are placed into S4S based on their chosen major and the score they receive on their math placement exam. The program is designed to help students progress through their required math at the university level. Specific coursework, professional academic coaching, and individualized tutoring contribute to students' success this year and beyond.

<http://scheduleforsuccess.arizona.edu>

**Academic Skills Tutoring:** Academic Skills Tutoring is part of the THINK TANK's academic coaching suite of services. Students work one-on-one with a peer who is trained as an Academic Skills Tutor (AST) to develop and refine academic skills, study strategies, and key behaviors to succeed in college. ASTs also conduct free regular workshops on academic skills.

<https://thinktank.arizona.edu/academic-skills-tutoring>

**Test Prep:** THINK TANK offers preparatory courses for college entrance exams (ACT and SAT) as well as Graduate School entrance exams (GRE, GMAT, LSAT, and MCAT). The courses are comprehensive and cost-effective. Professional staff members with training in the respective areas teach the Test Prep courses.

<https://thinktank.arizona.edu/test-prep-courses>

**Exam Prep:** THINK TANK offers two-hour, course-specific, math exam reviews in various courses during the fall and spring semesters. This is a fee-based service.

<https://thinktank.arizona.edu/math-exam-prep>

**Academic Coaching:** Academic Coaching includes a series of individual meetings with a professional Learning Specialist to help students develop and refine skills necessary for the rigors of the University of Arizona. Topics include balancing and prioritizing time, success in courses, and test preparation. This is a fee-based service.

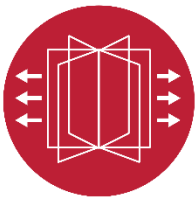
<https://thinktank.arizona.edu/academic-coaching>

## THINK TANK Infographic



# THE UNIVERSITY OF ARIZONA THINK TANK

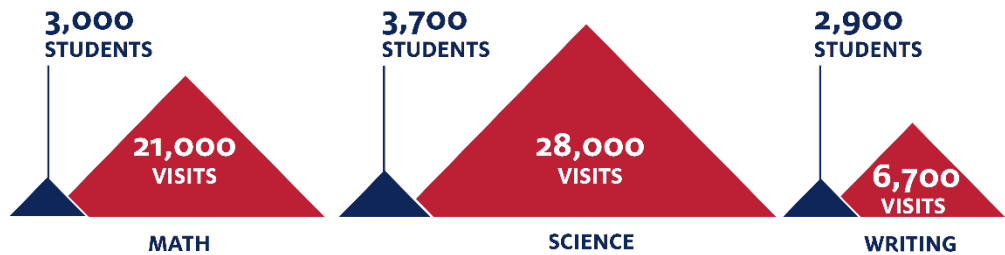
*THINK TANK provides a positive environment where students master skills to become lifelong learners*



### HIGH PARTICIPATION AND ENGAGEMENT

THINK TANK provides support to nearly one-third of Arizona undergraduates at least once, with many returning multiple times to seek supplemental instruction or tutoring, or to work with a peer or professional on academic skill growth.

*“I come [to THINK TANK] at least 4 times a week. Every tutor has made an impact on my grade in Math 116.”*



### ACCESSIBLE TO ALL

Services are available online and across campus to meet students where they are. THINK TANK staff are committed to ensuring every student can access the services they need.

*“It is a friendly environment. I feel more efficient when I do my homework here.”*



THINK TANK services are offered in 28 different UA buildings and online



**90%**  
of THINK TANK  
services are free



Waivers for all  
fee-based services are  
available based on  
financial need



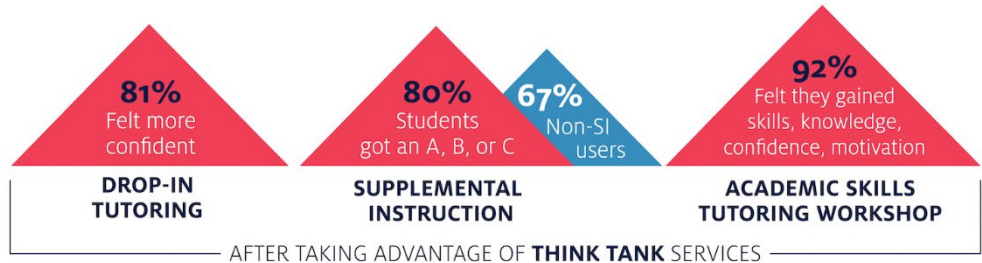
Services are available  
**70+**  
hours per week



## IMPROVED ACADEMIC SUCCESS

Students who take advantage of THINK TANK services report increased confidence in their capabilities; improvement in skills, knowledge, and motivation; and are more likely to receive higher grades.

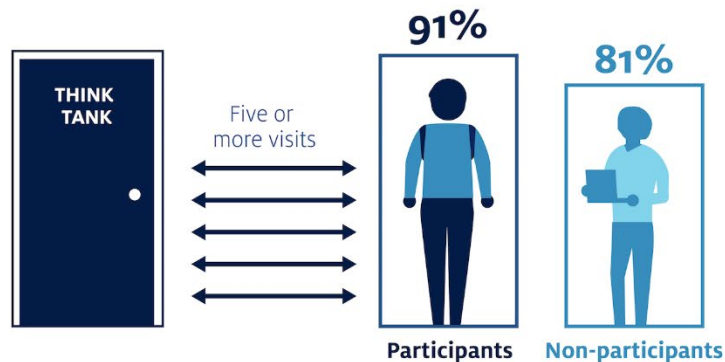
*“THINK TANK has made the difference in my success, helping me challenge myself to learn and adapt to different study habits.”*



## BETTER STUDENT RETENTION

Freshmen who engage with THINK TANK return for their sophomore year at a rate measurably higher than non-participating students.

*“You make me feel like we are all in this together. It’s as if one person’s success is the room’s success.”*



## STUDENT EMPLOYMENT AND LEADERSHIP

Each semester THINK TANK employs 300 students as tutors, supplemental instruction leaders, and administrative staff — providing opportunities to build valuable leadership skills and experience.

*“We do more than teach or show; we empower.”*

*“In addition to connecting with staff, professors, and students, I also gained a lot of confidence skills in being a leader, but also a team player.”*

*“Being an SI leader and working with SI staff forced me to grow professionally, think critically, and communicate effectively.”*

*“I found that [working at] THINK TANK was a wonderful blend of student support and professional expectations.”*

*“I think that my increased initiative, awareness and problem-solving skills that I have acquired...will be a great asset to me in any of my future careers.”*

## Description of Usage and Participants

THINK TANK services continue to be used by a large proportion of UA students, with 10,308 students in AY 2018-2019, representing approximately 23% of the UA student population. The total number of visits for the AY was 65,535.

### Usage over Time

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
<b>THINK TANK Undergrad Users</b>	8,225	9,141	10,629	10,830	9,671	9,829
<b>UA Undergrads</b>	31,670	32,987	33,732	34,072	35,123	35,233
<b>% Used TT</b>	26.0%	27.7%	31.5%	31.8%	27.5%	27.9%

### Usage AY 18-19 Summary

<b>FEE-BASED SERVICES</b>	STUDENTS	VISITS	HOURS
Academic Coaching	38	221	318
Exam Prep	1,141	2,248	5,620
Group Tutoring	26	72	81
Individual Tutoring	382	1,245	1,215
<b>Total</b>	<b>1,449</b>	<b>3,786</b>	<b>7,234</b>

<b>FREE SERVICES</b>	STUDENTS	VISITS	HOURS
Math Drop-In	2,772	17,757	24,583
Writing Center Visits	3,104	7,258	5,491
Language Drop-In	540	1,295	1,234
Science Drop-In	678	2,035	3,052
Business Drop-In	384	984	1,324
Math Tutoring Online	134	538	306
Supplemental Instruction	3,733	28,407	25,146
Academic Skills Tutoring	1,311	1,734	1,618
Schedule for Success	1,314	4,467	4,092
Wildcat Track	177	472	374
College of Engineering Study Group	243	588	1,044
<b>Total Free Services</b>	<b>9,928</b>	<b>65,535</b>	<b>68,264</b>

<b>GRAND TOTAL</b>	<b>10,308</b>	<b>69,321</b>	<b>75,498</b>
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#### GROWTH OF GRAD AND HIGH SCHOOL PREP COURSES

FISCAL YEAR	Grad	High School	Grand Total
2017	132	135	267
2018	273	196	469
2019	261	217	478
Grand Total	666	548	1214

## Descriptive characteristics of participants

	Number of THINKTANK Participants	% of Total THINKTANK Participants	Comparison: UA Undergraduate Demographics <sup>1</sup>
<b>Gender</b>			
Male	4,120	40.0%	47.4%
Female	6,188	60.0%	52.5%
Unknown	0	0	0.12%
<b>Residency</b>			
In-State	6,284	62.8%	62.8%
Out of State	3,725	37.2%	37.2%
<b>Pell Grant?</b>			
Yes	2,628	26.3%	24.17%
No	7,381	73.7%	75.83%
<b>First Gen?</b>			
Yes	3,139	31.4%	31.39%
No	6,870	68.6%	68.61%
<b>IPEDS Race/Ethnicity</b>			
African American	504	5.0%	3.8%
American Indian	133	1.3%	1.2%
Asian	586	5.9%	5.1%
Hispanic/Latino	2,828	28.3%	26.4%
Non Res Ali	724	7.2%	6.4%
Pacific Islander	18	0.2%	0.2%
Two or More Races	480	4.8%	4.6%
Unknown/Other	125	1.2%	3.6%
White	4,611	46.1%	48.7%

<sup>1</sup>Based on Fall 2018 Census Data

### 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 at 60% vs. 53%.

### ETHNICITY

Representation by ethnicity saw no significant changes between AY 17-18 and AY 18-19. Compared to the UA overall student body, under-represented minority students are slightly more likely to use THINK TANK services.



## CLASS STANDING

Over the academic year 9,829 undergraduate students used THINK TANK services, representing about **28% of UA undergraduates**. 180 unique graduate students also utilized THINK TANK services.

FALL 2018 CLASS	STUDENTS	VISITS
Freshman	5,064	37,150
Sophomore	2,482	18,383
Junior	1,375	8,049
Senior	908	3,959
Graduate/Professional	180	668

## COLLEGE OF THINK TANK UNDERGRADUATE USERS

	<i>Students</i>	<i>% of THINKTANK Users</i>	<i>Comparison: UA Undergraduates</i>
College of Science	2138	21.8%	19.1%
Eller College of Management	1638	16.7%	17.2%
College of Social & Behav Sci	1076	10.9%	17.7%
Colleges of Letters Arts & Sci	965	9.8%	7.0%
College of Agric and Life Sci	960	9.8%	8.3%
College of Medicine - Tucson	851	8.7%	4.8%
College of Engineering	840	8.5%	8.5%
Public Health, Col of	320	3.3%	2.6%
College of Nursing	300	3.1%	1.9%
College of Education	207	2.1%	2.4%
College of Fine Arts	159	1.6%	3.8%
College of Humanities	119	1.2%	1.2%
Col Arch Plan & Landscape Arch	105	1.1%	1.4%
College of Pharmacy	71	0.7%	0.3%
University of Arizona South	52	0.5%	1.7%
College of Optical Sciences	19	0.2%	0.3%
Undergrad Non-Degree Seeking	9	0.1%	1.7%

Note: Fall 2018 Primary Major College at census date

## Student Success Outcomes

### Retention Rates

Fall 2017 freshmen in the full-time, first-time cohort retained at a rate 8 percentage points higher than their peers if they used THINK TANK free services. A statistical analysis found that full-time, first-time freshmen who visited the THINK TANK 5 or more times (n=1,221) were retained at a rate of 90%. The control group was retained at 82%. Fall 2017 freshmen in the part-time cohort were also retained a higher rate if they used THINK TANK services: 80% vs. 59%.

Propensity score matching analyses of retention rates for THINK TANK services show the impact of these programs:

#### Fall 2017 Full-time, First-time Freshmen Retention

Program	Participants	Participant Retention	Comparison Group <sup>1</sup>
THINK TANK User (5+ total visits)	N=1,221	90.0%	81.6%
Supplemental Instruction (3+ sessions)	N=657	94.1%	83.6%
Writing Center (3+ visits)	N=358	89.7%	84.1%
Content Tutoring (3+ visits)	N=708	89.0%	80.1%

#### Fall 2017 Part-time Freshmen Retention

Program	Participants	Participant Retention	Comparison Group <sup>1</sup>
THINK TANK User (5+ total visits)	N=365	80.3%	58.6%
Supplemental Instruction (3+ sessions)	N=73	79.5%	49.3%
Writing Center (3+ visits)	N=62	86.1%	68.1%
Content Tutoring (3+ visits)	N=139	84.2%	60.4%

### Academic Achievement

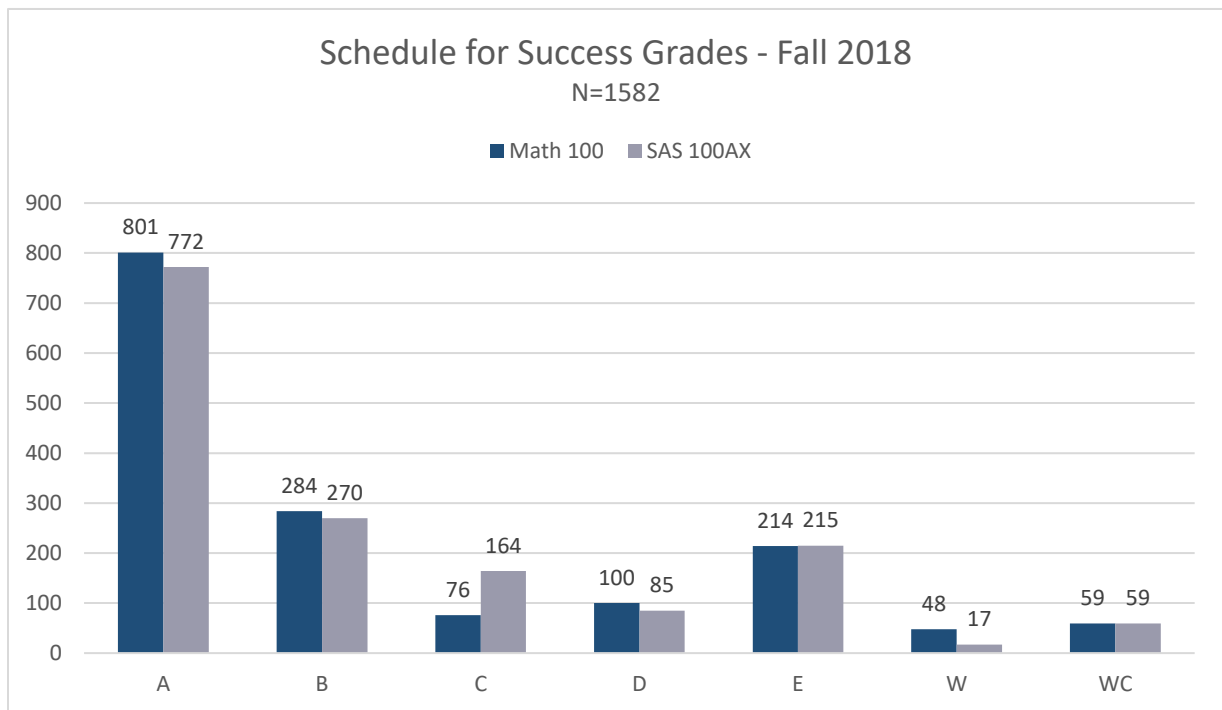
#### Supplemental Instruction – Course Grades

In both semesters, students who used SI in their supported courses earned higher course grades than their classmates who did not use SI. One of the measures of program success requested by The International Center for Supplemental Instruction for certification is the difference in DEW rates (earning a D, E, or W in the course) between the two groups. THINK TANK data shows that the DEW rates for SI participants was 15 percentage points lower in the fall semester, and 11 percentage points lower in the spring.

Term	N SI Users	SI USER DEW	SI %DEW	N Non-User	N Non-User DEW	Non-SI %DEW
Fall 2018	2,535	527	21%	5,382	1,906	35%
Spring 2019	2,028	370	18%	6,110	1,775	29%

### Schedule for Success – Course Grades

- In fall 2018, S4S students were enrolled in MATH 100 as well as SAS 100AX. Of the 1,582 S4S students, 73% earned a grade of A, B, or C, with the majority earning an A. This prepared students to progress to MATH 112 in the spring semester.



### Student Learning Outcomes

- 91% of Schedule for Success students said that they have a better understanding of their academic strengths and weaknesses as a result of meeting with their learning specialist.
- In a survey of tutoring users, 85% of surveyed students reported an increase in self-efficacy. Additionally, 78% of respondents reported that they learned strategies that they can apply to other assignments. This illustrates transferable skills.
- A survey was sent to all students who attended SI and they were asked about their experience at SI sessions. 92% reported that SI activities encouraged them to work with other students in their session. 81% reported that SI helped them become more confident in their abilities to be a successful student.
- Students who attended Academic Skills Tutoring workshops completed a survey at the end of each workshop. Results show that 89% felt they had learned new skills that will help them in college.
- 89% of respondents felt they had enough time with the tutor to get their questions answered satisfactorily

## Student Experiences and Success Stories

- Tutoring student feedback:
  - “Great experience, this was super helpful. I came in confused on my accounting homework. I am leaving feeling confident going to class tomorrow and understanding income statements, balance sheets and journal entries.” -Sophomore-Pre-Business major
- Supplemental Instruction Student Feedback:
  - “Thank you for helping me out! I definitely tell everyone about SI Sessions and how much they have helped me and are my best study tool! Thank you thank you thank you!”
- Academic Recovery feedback:
  - “Meeting with a learning specialist help me identify a lot of tools that could help me academically. She provided a semester on a page, a weekly time planning sheet, and various other tools. The most helpful aspect was being able to discuss the semester on a regular basis. These discussions helped provide a direction for me to focus efforts.”
  - “For the most part, I just needed to be reassured that I'm not a failure. I'm smart and capable of studying well, but I was so overwhelmed my first semester and thought it was my fault, and my learning specialist encouraged me to keep using the skills I know and just advocate for myself more, by communicating with instructors and refusing to take on what other people think I should if I don't think it's a good idea.”
- Student Worker feedback:
  - “The Writing Center has been a very encouraging environment this year. I have been challenged in thinking critically about my sessions through our weekly trainings, and staff has been very transparent and inclusive when it has come to logistic and visual changes.”
  - “I would argue that my experiences as an AST have provided some of the most developmental gains I’ve made in college. I came into this job with the mentality of an entry-level employee: I just needed a job and I didn’t much care what it was, but I was happy that I was going to be able to help people. I didn’t expect to become such an experienced public speaker, I didn’t expect to mentor other AST’s in addition to hundreds of students over the years, and I didn’t expect to have my ideas taken seriously.”

## Points of Pride

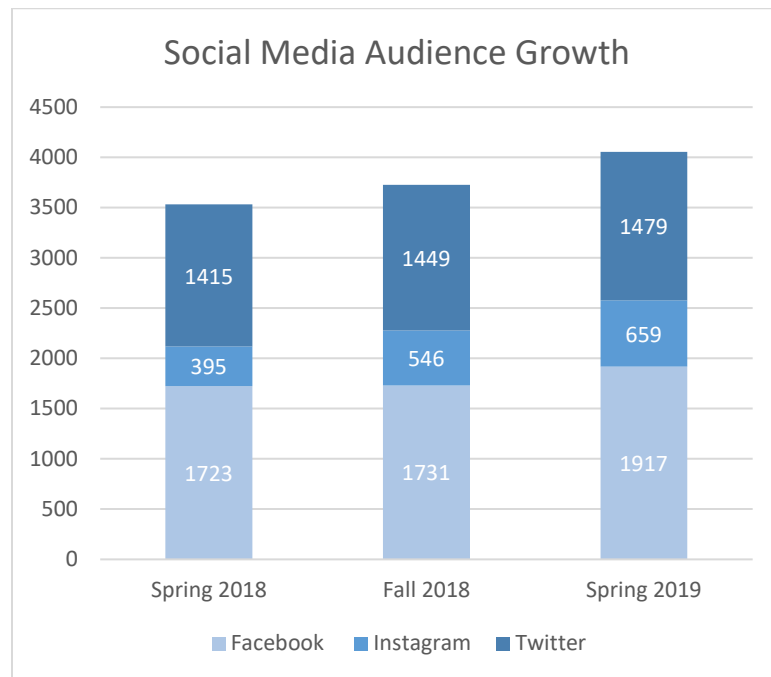
### Key Accomplishments

- Successful Growth of Schedule for Success - In fall 2018, 1,584 students participated in S4S up from 575 in fall 2017. This required an increase from 7 to 24 professional staff and 33 additional student staff.
- A Marshall Foundation Grant continued to support THINK TANK tutoring in the UA Cultural Centers. Students were supported in writing, Physiology, Chemistry, Math and Physics.
- Tutoring and Supplemental Instruction streamlined the student hiring process to 100% digital experience. This has made it easier for students to apply for jobs at THINK TANK and expedited the process.
- Supplemental Instruction accomplished a return rate of over 6 visits per student (Fall 6.15 visits/student, Spring 6.22 visits/student)

- Fall of 2018 was the pilot year for the S4S mentor program. Mentors, who were mostly former S4S students themselves, provided additional support to the new students in the SAS100AX course. Moving forward, the role will be re-invisioned to include tutoring, mentoring, and facilitation.
- The Test Prep program began offering on-site practice tests for partner high schools, which created some revenue and also encouraged course registrations.
- Test Prep also created new course partnerships with Catalina Foothills High School, offering spring and summer SAT and ACT courses.

## Outreach & Marketing

- We saw audience growth from Spring 2018 to Spring 2019 for all three THINK TANK social media accounts with a net gain of 522 follows across all social channels compared to this time last year. This translates to 12.9% growth in our social media audience.
- We saw the largest growth on Instagram, which grew by 40.1% since Spring 2018. Over the same time period, Facebook had 10.1% growth, and Twitter had 4.3% growth.
- This indicates that although Instagram is our smallest audience, it is growing faster than the other channels. This may be due, in part, to more regular posting on Instagram throughout the semester, and an increased use of hashtags.



## Presentations and Publications

Presenter/Author	Title	Conference/Journal
Laura Everett (with Robert Johnson)	“CatQ: Introducing an Electronic Queuing System for Drop-in Tutoring.”	College Reading and Learning Association – 2018 Annual Conference
Laura Everett	“Supervising Near-Peer Supervisors: Navigating Bumps in the Road.”	College Reading and Learning Association – 2018 Annual Conference
Sujin Son, Jarlene Ramirez, Liz C Kamerer	“Self Reflection: Evaluating Our Own Mindset as Educators”	SSRI Student Success Conference - 2019
Alyssa O’Keefe, Eric Davidson	Defining the Relationship: A Praxis for Rapport Building and Affirmation	SSRI Student Success Conference - 2019
Michelle Woodward, Larry Kull, Vincent Colaianni, Terrace Ewinghill	Math 100 and Schedule for Success: Why & How We Collaborate	SSRI Student Success Conference - 2019
Tana Jay Von Isser, Angel Navarro, Cameron Louie, Erika Deianni, Eric Davidson	Exercise as a Learning Strategy	SSRI Student Success Conference - 2019
Cassandra Hirdes, Carly Winetrobe, Alyssa O’Keeffe	“Alohomora! Unlocking the Secrets to Student Success”	Association for the Coaching and Tutoring Profession – 2018 Annual Conference
Cassandra Hirdes, Alyssa O’Keeffe	Invited attendee	Academic Coaching Summit – Boulder Colorado Summer 2019
Lauren Prushan	“Normalizing Academic Support Services through Marketing.”	College Reading and Learning Association – 2018 Annual Conference

## New Initiatives & Innovations

- *Schedule for Success (S4S) mentoring* - This is a new paid internship created to give former S4S students the opportunity to contribute to the support and growth of the S4S program. The internship provides an opportunity for interns to develop professional skills by serving as mentors to the current class of S4S students and provides an extra level of support to S4S students. More than half of the S4S mentors are former S4S students themselves.
- *Tutoring Hours Expansion* - Tutoring expanded their busy day schedules to include Chemistry and Business exam weeks, to better support students coming during those time periods.
- *SI support for NAC 170* - In the S19 semester SI piloted NSC 170, an introduction Nutritional Science course, as a potential year round course. This proved to be successful and SI will continue to support the course in the Fall 2019 semester.
- *Test Prep Collaborations* - The Test Prep program began offering on-site practice tests for partner high schools, which created some revenue and also encouraged course registrations. Test Prep also created new course partnerships with Catalina Foothills High School, offering spring and summer SAT and ACT courses.

## Looking Ahead

- *Writing Center asynchronous sessions* - Beginning in fall 2019, the Writing Center will offer asynchronous writing assistance through online tutoring. This will allow students to submit work and receive feedback.
- *SI expansion into MATH 112* – Beginning in fall 2019, Supplemental Instruction will support MATH 112.
- *Tutoring* – The tutoring program plans to develop “online service tech kits” to facilitate the expansion of online academic support services.
- *Test Prep* – Test Prep is developing a new SAT/ACT combo course that will be offered in the fall and spring of the upcoming year. We will also be offering a new SAT “boot camp”, a one-week intensive course, in the spring.
- *Tangent* – Terrace Ewinghill and Cameron Louie are working to develop a “math storytelling day” in the fall titled “Tangent.”
- *Strategic Plan investments* – With funding from the UA Strategic Plan, both the Writing Center and Supplemental Instruction programs have been able to hire additional staff. The goal is to increase the number of students and courses we are supporting.

## SSRI Connected Strategies

### Put Student Needs First:

- S4S: Knowing that some students were unable to register for 10-week courses as part of Schedule for Success due to the courses being only offered on Monday, Wednesday, and Friday, we reached out to the professors to see if they would be willing to offer their courses on Tuesdays and Thursdays. Some professors agreed and we are hopeful that more students enroll this fall.
- Exam Prep: Exam Prep sessions make sure the content being delivered is not only reviews content, but also a model of learning habits and study skills.

### Promote Culture of Student Success:

- S4S: THINK TANK created a new student employee role of Schedule for Success (S4S) Leader. By hiring students who have previously participated in S4S, we are continuing to support these students' growth and success while providing mentoring and tutoring support to new S4S students and demonstrating a strengths-based perspective towards students in S4S.
- Tutoring: Tutoring coordinators identified and staffed "busy days" in advance of Chemistry tests and Accounting 200 Financial Statements in response to increased traffic. We now provide additional staffing for Chemistry, Accounting and Math drop-in.
- SI: From qualitative assessment in the previous academic year, the SI team was able to make slight structural improvements to streamline communication from the SI administrative to faculty to students. This helped boost and maintain a higher return rate from students.
- Exam Prep: We respond to any questions about the exam preps as rapidly as possible, and we frequently review all of the resources available to students. We demonstrate a method of reviewing and studying content that helps students learn quality study habits.

### Proactive and Early Outreach:

- THINK TANK Wide: Tutoring and SI programs worked with THINK TANK support staff to develop online job applications and recruitment. This allowed for proactive and intentional recruitment of student educators within various campus cultural centers or other historically marginalized groups on campus. This proactive approach allowed of greater variety in applicants and future representation of our academic support services.
- S4S: Retention reports provided by math provide insight into how Learning Specialists' students are performing and making progress in Math 100. While Math 100 specifically outreaches to students who are behind, Learning Specialists sent emails throughout the semester to check in on students and offer their support.
- S4S: Knowing that students with scholarships need 30 units by the end of their first year to be eligible to maintain their scholarships, the Schedule for Success team identified those with merit aid and reached out to them in the fall to let them know about the 10-week late start courses encouraging them to enroll.
- SI: This year was the first year the SI program conducted an "early semester check-in" with faculty partners. This was critical to catch miscommunications and misunderstandings between faculty partners and SI Leaders. It further led to a larger attendance at the beginning of the semester, which further promoted, semester long consistent attendance.



- Test Prep: Test Prep has provided Pueblo High School with informative SAT video that they can use when a substitute teacher is needed. The classroom will then focus on practicing for the SAT with this video created by the Test Prep Team.
- Exam Prep: We attempt to keep our exam preps within a 2-5 day prior to exam window to at least allow for one day of reviewing the content. And our goal is to send out email notifications 4-7 days in advance of the preps depending on date of the preps. We also provide opportunities for students to priority schedule their attendance.

#### **Advance Educational Equity:**

- THINK TANK Wide: Some THINK TANK staff is currently engaged in a project that creates space for discussion and exploration of social justice issues, with special regard to our roles on campus. This project was born out of a gender accountability workshop that we attended early in the semester. We developed community guidelines and adopted a collaborative, equitable model that allows all staff members to be involved in the planning and execution of each event.
- S4S: Former TUSD math teacher and SAS100AX instructor, Larissa Szwez, led the SAS 100AX team through a training session on Dr. Jo Boaler's work on math educational equity through collaborative, inclusive math practices. Two of the instructors also attended the InclusifiED conference during the Spring 2019 semester with Dr. Viji Sathy and Dr. Kelly Hogan. Dr. Marcy Wood (future Department head for the Teaching Dept. within the College of Education) has been consulting for our course to help SAS 100AX utilize "complex instruction" within our lesson plans. That way, we address the problems of status/bias in group work and create lessons that require all student input/participation and an interdependence.
- Tutoring: Tutor applications now include field for preferred pronoun and we have surveyed current tutoring staff to learn their preferred pronouns. Nametags for Fall 2019 and moving forward will include preferred pronouns.

#### **Encourage Scholarly Leadership:**

- Tutoring: Tutoring staff presented two sessions in the Fall semester, led a Lunch with a Mentor conversation at the College Reading and Learning Association Annual Conference, and engaged with professionals across the country in the proposal review process for the CRLA Annual Conference in 2019.
- SI: The Associate Director of Academic Support Services led an assessment team of undergraduate SI Leaders with aspirations of a doctoral degree and career in research, to complete the first former SI Leader survey. Overall, the team of undergraduate researchers had a 27% completion rate. Data is currently under review.
- Exam Prep: Exam preps hires existing student workers as Exam Prep Leaders. This offers an opportunity for student workers to facilitate large courses and provide presentation/teaching growth paths.

#### **Partner for Academic and Personal Success:**

- *THINK TANK Wide:* This semester, a number of THINK TANK staff presented on exercise as a learning strategy at the Student Success Conference. Rebecca Blakiston, User Experiences (UEX) Librarian for UA Libraries approached us after the session to discuss a possible collaboration. Together, our Learning Specialist team and her UEX colleagues are working to develop programming and resources for library users highlighting the role of movement and exercise in studying and learning. Our collaboration has included a tiny café event where we surveyed UA

Libraries users about their knowledge of exercise and learning. By working with UEx to code and understand our results, we are working to create materials and potential events that will promote both the library and THINK TANK as well as contribute to student success in both departments.

- Academic Coaching: The Learning Specialists have partnered with Dr. Sarah May from CAPS. She has facilitated two trainings for us on working with students- one about working with distressed student and one on working with students who have ADD/ADHD.
- Tutoring: Through collaboration with the Eller College of Management, all Business Drop-In tutoring was hosted in McClelland Hall this spring. This allowed for usage to increase 5.71% from Spring 2018.
- SI: The SI program graduates two of the three coordinators with their graduate degrees. Moreover, another coordinator started an accelerated Master of Nursing program. This modeled to SI Leaders that continued education is valuable for overall growth and success.
- Test Prep: Test Prep has created partnerships at UA with ASEMS, Frontera, THRIVE, AZinMED; and external with TUSD.

#### **Offer Direct Support to Students:**

- Academic Skills Tutors: This spring, ASTs offered online meetings during all in person drop-in hours. This allowed ASTs to expand online drop- in hours from 4 hours per week to 30 hours per week, as well as offering in-person drop hours an additional hour every evening until 7 pm.
- SI and Tutoring: Online offerings have been added to tutoring, SI, and private tutoring in several courses. Online support should be expanding in Fall 2019 based on feedback of these offerings.
- Test Prep: Test prep commits to offer one on one tutoring for all enrolled students during course session and for one month after completion.
- Exam Prep: We provide additional time after the exam preps for specific student questions, direct students to one-on-one tutoring opportunities, and we are always open to answering specific questions in regards to the reviews via email.