

TILT Learning Programs Annual Report

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Highlights from TILT Learning Programs

Tutoring, Study Groups, and Workshop Programs

TILT Learning Programs consists of the tutoring program, study groups, and academic success workshops. Our programs are designed for all majors to promote group learning with a focus on content mastery within an academic community. Our Tutoring Program provides group support in the Great Hall for biology, chemistry, physics, and math. Our study groups use a supplemental instruction model serving courses identified as core to students' academic sequences in their majors. Finally, we partner with over two dozen campus offices to provide interactive academic and study skill workshops. Overall, our programs have an over-representation of under-represented populations and a higher impact on students who attend regularly and have the highest needs with pre-college academic preparation. 2016-2017 data:

- 70+ Academic Success Workshops in TILT with 1,605 attendance visits
- Academic Success Workshops offered to over 24 campus offices/programs and distributed to 150+ campus staff members
- 13 Study Group Leaders covering 33 courses with 3,536 visits and 1,188 students served
- Tutoring programs had 17,129 visits in Math, Statistics, Physics, Biology, and Chemistry with 4,214 students served

Learning Assistants Program

The Learning Assistant Program supports faculty in large enrollment classrooms identified as high need for additional support. Learning Assistants work with faculty to develop class curriculum and facilitate group activities and out of the classroom support hours. The positive reception and higher levels of engagement with active learning have promoted a tripling the past two years in numbers of learning assistants and adding a new full-time staff member in 2017.

- 60+ Learning Assistants served with TILT Training
- 14 faculty partners collaborated with Learning Programs
- MATH 155, MATH 157, MATH 159, MATH 160, MATH 161, LIFE 210, LIFE 212, MECH 103, PHY 121, PHY 122, ECON 202
- Topics included Student development, Group Formation, Questioning Techniques, Science of Learning, Growth Mindset, Active Learning, Dealing with Distressed Students, Being a Peer Educator, Micro Aggressions and Affirmations, and Student Engagement.

Catalyst Learning Community

The Catalyst Learning Community is a retention initiative for Fall 2018 currently recruiting students to serve as academic leaders in the classroom and research environments. We are working to recruit first-generation and underrepresented students for a \$4,000 scholarship and placement as a Learning Assistant in their second-year, and as a Research Assistant in their third year. We are also creating accompanying academic courses focus on the science of learning, teaching, and research methodology to provide support for students and to encourage the exploration of academic career pathways.

Peer Education Trainings

TILT provides monthly peer educator trainings open to all campus tutors, study group leaders, and learning assistants. In addition, TILT coordinates monthly new staff trainings and term

orientation days which provide an overview to the peer educator role, campus resources, Sexual harassment online module, Notice and Respond with CSU Health Network, and Active Assailant training with the University Police Department. Our services are offered to a dozen campus partners for their student staff to attend.

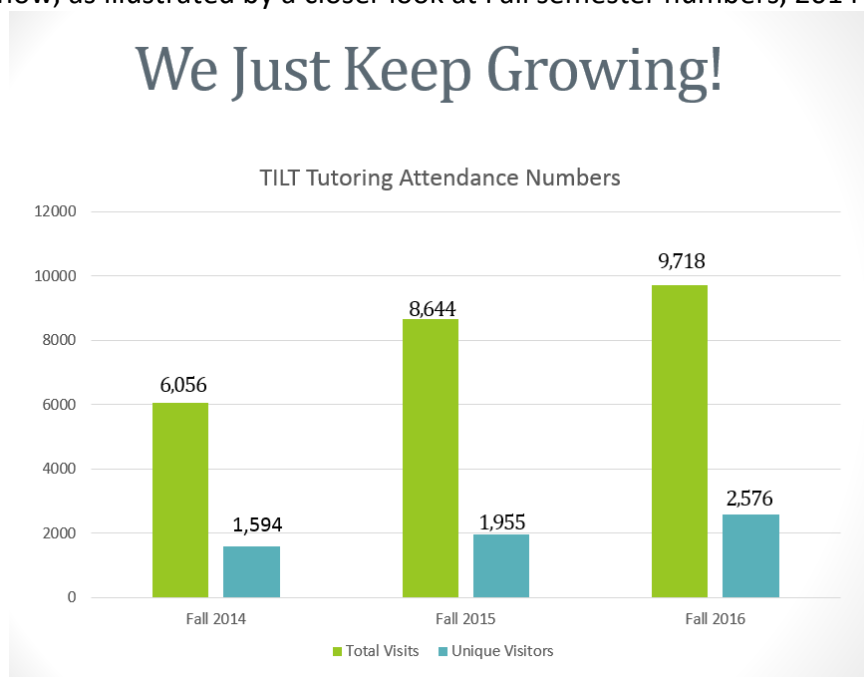
On January 2017, TILT applied to the College Reading & Learning Association's (CRLA) International Tutor Training Program Certification (ITTPC) and received a five-year certification through 2022 for Stage 3, Levels 1 and 2. CRLA's ITTPC has been endorsed by the Council of Learning Assistance and Developmental Education Associations (CLADEA), National Association for Developmental Education (NADE), and the Commission XVI of the American College Personnel Association. In addition, other national organizations/programs who endorse CRLA's ITTPC program include:

- ATCLA: Association of Colleges for Tutoring and Learning Assistance
- ATP: Association for the Tutoring Profession
- NCLCA: National College Learning Center Association
- NCDE: National Center for Developmental Education

Tutoring Programs

Attendance

TILT Tutoring had 17,195 student contacts in the 2016-2017 academic year, with tutoring participants visiting an average of 4 times per semester. 4,278 unique students were served by the program during this same period. The growth of the program has been trending upward for several years now, as illustrated by a closer look at Fall semester numbers, 2014 through 2016:



Comparison of Tutoring Participants v. Non-tutoring Participants Demographics

- A positive relationship between tutoring participation and course grade did appear among most course fields when examined in aggregate. Tutoring participants in Chemistry, Economics, Biology, Physics, and Statistics courses all had significantly higher course grades after controlling for index than non-tutoring participants.
- Students who participate in tutoring typically have lower index scores (mean = 113.34) than those who do not participate (mean = 114.94).
- At the individual course level over both academic years, tutoring participants had significantly higher average course grades than non-tutoring participants in the following courses: BZ 350, CHEM 245, CHEM 341, ECON 204, MATH 101 and PH 121, with the largest mean differences occurring in BZ 350 and MATH 101.
- Conversely, non-tutoring participants had significantly higher course grades than tutoring participants in CHEM 113, MATH 117, and STAT 204 with the greatest association emerging for MATH 117.
- Frequency of tutoring visits was also a significant variable. For the 2016-2017 academic year, the number of tutoring visits positively and significantly impacted course grade after controlling for a student's index among tutoring participants. However, there was no significant relationship between number of visits and course grade after controlling for index for 2015-2016 academic year.
- On average, students attended tutoring for a course 4.01 times. This was lower in AY 2016-17 (mean = 3.87) than in AY 2015-2016 (mean = 4.17).
- Looking at tutoring participants in the 2015-2017 academic years, the number of tutoring visits significantly, and positively, impacted course grade at the individual course level above and beyond index score for BZ 350, CHEM 111, CHEM 245, CHEM 341, LIFE102, MATH 155, and PH 142. When examining courses in aggregate by field, controlling for index, frequency of tutoring visits positively impacted course grades in Biology, Chemistry, and Physics courses.
- However, frequency of tutoring visits was not significantly related to course grade for BMS, ECON, or STAT courses after controlling for students' index scores.
- When examining who attends tutoring, the tutoring program is well attended by females and underrepresented race and/or ethnicity. Compared to non-tutoring participants in the courses with tutoring opportunities, females, sophomores, STEM majors, and students of an underrepresented race and/or ethnicity were over represented in tutoring. First generation students were similarly represented in both groups.
- Generally, there is some evidence that tutoring participation has a positive impact on student's course grade; yet, the direction of this impact and magnitude continues to vary by course as previous years have also indicated.

Table 1. Ethnicity and Minority status proportions for tutoring program participants and non-tutoring program participants by academic year.

Ethnicity/Minority Status		# Tutoring Participants	% of Tutoring Participants	# Non- Tutoring Participants	% of Non-Tutoring Participants
Minority Student	AY15-16	539	22.5%	2,199	18.9%
	AY16-17	732	24.7%	2,401	20.6%
Asian	AY15-16	81	3.4%	304	2.6%
	AY16-17	87	2.9%	336	2.9%
Black	AY15-16	73	3.0%	227	1.9%
	AY16-17	91	3.1%	252	2.2%
Hawaiian/PI	AY15-16	2	0.1%	20	0.2%
	AY16-17	5	0.2%	17	0.1%
Hispanic	AY15-16	297	12.4%	1,286	11.0%
	AY16-17	445	15.0%	1,350	11.6%
Multi-Racial	AY15-16	70	2.9%	290	2.5%
	AY16-17	89	3.0%	392	3.4%
Native Amer.	AY15-16	16	0.7%	72	0.6%
	AY16-17	15	0.5%	54	0.5%
White	AY15-16	1,694	70.6%	8,367	71.9%
	AY16-17	2,080	70.1%	8,396	71.9%

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International	AY15-16	71	3.0%	638	5.5%
	AY16-17	89	3.0%	600	5.1%
No Response	AY15-16	94	3.9%	439	3.8%
	AY16-17	68	2.3%	284	2.4%

Table 2. College major proportions for tutoring program participants and non-tutoring program participants by academic year.

College and Year		# Tutoring Participants	% of Tutoring Participants	# Non- Tutoring Participants	% of Non-Tutoring Participants
Agricultural Sciences	AY15-16	130	5.4%	798	6.9%
	AY16-17	185	6.2%	796	6.8%
Business	AY15-16	116	4.8%	798	6.9%
	AY16-17	161	5.4%	750	6.4%
Engineering	AY15-16	335	14.0%	1,387	11.9%
	AY16-17	296	10.0%	1,445	12.4%
Health & Human Sciences	AY15-16	478	19.9%	2,181	18.7%
	AY16-17	624	21.0%	2,133	18.3%
Intra-University	AY15-16	300	12.5%	1,885	16.2%
	AY16-17	331	11.1%	1,675	14.3%
Liberal Arts	AY15-16	84	3.5%	954	8.2%
	AY16-17	174	5.9%	956	8.2%
Natural Sciences	AY15-16	543	22.6%	2,429	20.9%

	AY16-17	742	25.0%	2,600	22.3%
Veterinary Med. & Biomed. Sci.	AY15-16	162	6.8%	481	4.1%
	AY16-17	231	7.8%	518	4.4%
Warner College of Natural Res.	AY15-16	250	10.4%	730	6.3%
	AY16-17	225	7.6%	808	6.9%

Table 3. Gender proportions for tutoring program participants and non-tutoring program participants by academic year.

Gender		# Tutoring Participants	% of Tutoring Participants	# Non- Tutoring Participants	% of Non- Tutoring Participants
Female	AY15-16	1,362	56.8%	5,752	49.4%
	AY16-17	1,812	61.0%	5,750	49.2%
Male	AY15-16	1,036	43.2%	5,891	50.6%
	AY16-17	1,157	39.0%	5,931	50.8%

Table 4. Student characteristic proportions for tutoring program participants and non-tutoring program participants by academic year.

Student Characteristics		# Tutoring Participants	% of Tutoring Participants	# Non- Tutoring Participants	% of Non- Tutoring Participants
First Generation Students	AY15-16	611	25.6%	2,910	25.2%
	AY16-17	744	25.1%	2,905	25.2%
CO Residents	AY15-16	1,746	72.8%	8,273	71.1%
	AY16-17	2,076	69.9%	8,170	71.1%
STEM Majors	AY15-16	1,425	59.4%	5,383	46.2%
	AY16-17	1,649	55.5%	5,626	46.2%

Table 5. Student level proportions for tutoring program participants and non-tutoring program participants by academic year.

Student level	# Tutoring Participants	% of Tutoring Participants	# Non- Tutoring Participants	% of Non- Tutoring Participants
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Freshman	AY15-16	685	28.6%	3,703	31.8%
	AY16-17	870	29.3%	3,725	31.9%
Sophomore	AY15-16	793	33.1%	3,310	28.4%
	AY16-17	968	32.6%	3,359	28.8%
Junior	AY15-16	549	22.9%	2,534	21.8%
	AY16-17	648	21.8%	2,476	21.2%
Senior	AY15-16	362	15.1%	1,986	17.1%
	AY16-17	473	15.9%	2,000	17.1%

U-Turn Program

Fall 2016 U-Turn Data

Learning Programs in the Institute of Learning and Teaching and Student Achievement hosted the “U-Turn Event” on Tuesday, October 11, 2016. U-Turn is an academic intervention event tied in with over 24 different offices/departments and supporting the Early Performance Feedback Program with Student Achievement and the Taking Stock Survey early alert program with Residence Life.

A total of 282 students (a decrease of 19 students compared to last year) participated in U-turn. Of the students that attended FA16 U-Turn, 66% were freshman, 22% were sophomores, 9% were juniors, and 3% were seniors. 97% of attendees were in Good Standing, 2% were on Academic Probation 1st term, 0% were on Academic Probation 2nd term, and 1% had no academic standing at the time of the event.

With an unprecedented number of students attending U-Turn on October 11, we were unable to serve everyone with the amount of staff we had volunteering throughout the day. In order to accommodate more students, we offered two additional opportunities for students to meet with a Navigator who attended U-Turn but did not have the opportunity to meet with someone.

A total of 43 students met with a Navigator for U-Turn 2.0 on October 13 and 14. Of the students that attended FA16 U-Turn 2.0, 58% were freshman, 30% were sophomores, 9% were juniors, and 2% were seniors. 98% of attendees were in Good Standing, 0% were on Academic Probation 1st term, 2% were on Academic Probation 2nd term, and 0% had no academic standing at the time of the event.

Spring 2017 U-Turn Data

Learning Programs in the Institute of Learning and Teaching and CASA hosted the “U-Turn Event” on Tuesday, March 7, 2017. A total of 84 students (a decrease of 30 students compared to last year) attended the event. Of the students that attended SP16 U-Turn, 56% were freshman, 32% were sophomores, 8% were juniors, and 4% were seniors. 74% of attendees were in Good Standing, 25% were on Academic Probation 1st term, 1% were on Academic Probation 2nd term, and 0% had no academic standing at the time of the event.

Survey Feedback on Action Planning

Q5. Please indicate your level of agreement with the following statements: - I was able to create an effective academic action plan that was unique to my experience (located in the digital "Getting to Know You" survey).

Count	Percent	
85	55.92%	Strongly agree
55	36.18%	Moderately agree
7	4.61%	Neither agree nor disagree
2	1.32%	Moderately disagree
3	1.97%	Strongly disagree
152	Respondents	

Excerpts of Fall 2016 Exit Survey

- I thought the navigator was great. The action plan helped me to create a strategy.
- I was able to discuss my difficulties with another person and figure out plans to help my academics
- It was great! She explained all of the different resources I could use and she gave me some great tips on time management.
- It was helpful that I could express my questions to someone with experience and have my problems solved.
- It was really great. Very friendly and warm. It made me feel hopeful that I can go through with all my tasks.
- My experience was great. My navigator did a good job of asking the right questions and getting out what my challenges were and helping me connect to the resources that will help me the most.

U-Turn Attendance 2010-2017

Year	U-Turn Attendees
2010	172
2011	340
2012	262
2013	313
2014	249
2015	301
2016-SP	114
2016-FA	325
2017-SP	108

U-Turn Attendance GPA 2010-2017

Year	U-Turn Attendees	U-Turn attendees with U	% of U-Turn attendees with U	Term GPA of All U-Turn Attendees	Term GPA of U-Turn attendees with U	Term GPA of Non Attendees with U*
2010	172	110	64%	2.47	2.29	2.08
2011	340	251	74%	2.36	2.22	2.06
2012	262	197	75%	2.57	2.47	2.18

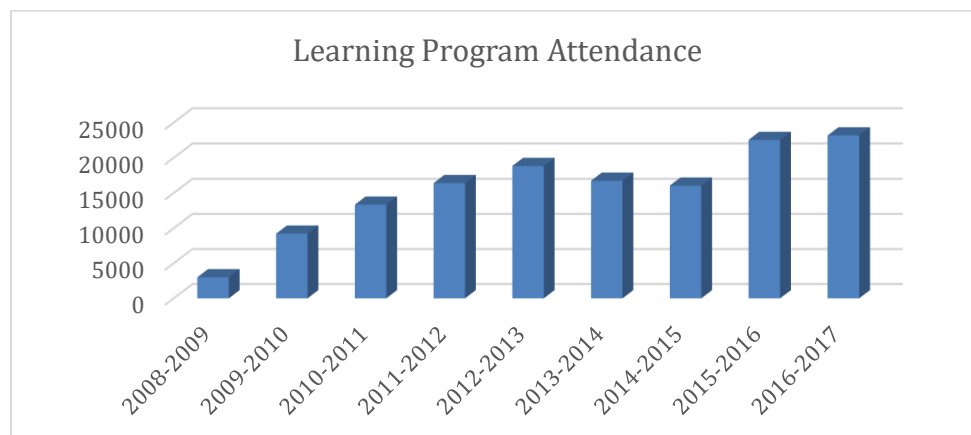
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2013	313	231	74%	2.73	2.6	2.16
2014	249	162	65%	2.6	2.5	2.18
2015	301	193	64%	2.68	2.44	2.19
2016-SP	114	87	76%	2.61	2.55	2.25
2016-FA	325	208	64%	2.62	2.42	2.13
2017-SP	84	76	90%	2.2	2.21	2.11

* Number of students with a U who did not attend U-Turn is much higher than for those who did attend, and is not fully comparable when assessing GPA.

Learning Programs Growth

In Fall 2015, we added a new staff member to manage the Tutoring Program and a new Director. In Fall 2017, we are adding one more new staff member who will focus on the development and expansion of the Learning Assistants Program. As a result of increasing demands, TILT Learning Programs had a record-high 23,180 student contacts in 2016-2017. The growth of our programs has been trending upward for several years now, as illustrated by a closer look at our 2008-2017 attendance numbers:



Tutoring Program 2012-2017

Fall 2012 – Visits: 6743 | Distinct Visitors: 1727
 Spring 2013– Visits: 6898 | Distinct Visitors: 1608
 Fall 2013 – Visits: 5666 | Distinct Visitors: 1943
 Spring 2014 – Visits: 6620 | Distinct Visitors: 1582
 Fall 2014 – Visits: 6056 | Distinct Visitors: 1594
 Spring 2015 – Visits: 5152 | Distinct Visitors: 1286
 Fall 2015 – Visits: 8644 | Distinct Visitors: 1995
 Spring 2016 – Visits: 6930 | Distinct Visitors: 1797
 Fall 2016 – Visits: 9656 | Distinct Visitors: 2527

Spring 2017 – Visits: 7473 | Distinct Visitors: 1687

Study Group Program 2012-2017

Fall 2012 – Visits: 2370 | Distinct Visitors: 790 (16 SGLs – 16 courses)
Spring 2013– Visits: 785 | Distinct Visitors: 340 (21 SGLs – 21 courses)
Fall 2013 – Visits: 1758 | Distinct Visitors: 664 (15 SGLs – 16 courses)
Spring 2014 – Visits: 1018 | Distinct Visitors: 349 (15 SGLs – 16 courses)
Fall 2014 – Visits: 1668 | Distinct Visitors: 710 (18 SGLs – 20 courses)
Spring 2015 – Visits: 1344 | Distinct Visitors: 494 (16 SGLs – 18 courses)
Fall 2015 – Visits: 1865 | Distinct Visitors: 752 (15 SGLs –19 courses)
Spring 2016 – Visits: 1992 | Distinct Visitors: 637 (18 SGLs – 22 courses)
Fall 2016 – Visits: 1613 | Distinct Visitors: 553 (13 SGLs – 19 courses)
Spring 2017 – Visits: 1923 | Distinct Visitors: 635 (12 SGLs – 14 courses)

Academic Success Workshops 2012-2017

Fall 2012 – Visits: 968 | Distinct Visitors: 941
Spring 2013 – Visits: 678 | Distinct Visitors: 658
Fall 2013 – Visits: 958 | Distinct Visitors: 914
Spring 2014 – Visits: 249 | Distinct Visitors: 246
Fall 2014 – Visits: 1026 | Distinct Visitors: 995
Spring 2015 – Visits: 357 | Distinct Visitors: 341
Fall 2015 – Visits: 1068 | Distinct Visitors: 1051
Spring 2016 – Visits: 317 | Distinct Visitors: 310
Fall 2016 – Visits: 1107 | Distinct Visitors: 1085
Spring 2017 – Visits: 400 | Distinct Visitors: 400 (+120 workshops attendance by request)

Learning Programs Total Attendance 2008-2017

2008-2009 – 3,000
2009-2010 – 9,222
2010-2011 – 13,358
2011-2012 – 16,416
2012-2013 – 18,843
2013-2014 – 16,754 +
2014-2015 – 16,055 +
2015-2016 – 22,542 (staff expansion)
2016-2017 – 23,180

+ Staff vacancies due to extended leaves