

Efficacy of TILT Tutoring Programs

The Institute for Learning and Teaching (TILT) provided academic support via the tutoring program to 796 unique students (1,003 cases of students receiving tutoring for distinctive courses) across twenty-eight lower-level undergraduate courses in the 2013-14 academic year.¹ To quantify the efficacy of the tutoring program, the current analysis compares the course grades of tutoring program participants to non-participants enrolled in the same courses. Additionally, a regression analysis was completed to assess whether course grades could be predicted by program participation after controlling for academic preparation (CCHE Index). Please contact Institutional Research should you have any questions or comments regarding this analysis.

Overall, tutoring participants had a slightly lower course grade than non-tutoring participants; however, it is important to note that students participating in the tutoring program had a significantly lower average CCHE index score than those who did not participate. When CCHE index was controlled for, thereby isolating the impact tutoring participation has on course grade, tutoring participation did not have an overall significant impact on course grades when compared to those who did not participate. Nevertheless, there were significant results when examining the data by individual courses.

Interpreting the Results: Please note the small group sizes for most individual courses make it difficult to extrapolate significant results. Analyses conducted in aggregate will be more accurate than those analyses conducted at the individual course level. A bolded number with a green or orange highlight indicates a statistically significant ($p < .05$) difference between Tutoring Participants and Non-Tutoring Participants. A bolded number without a highlight means statistically significant at a $p < .10$ level. The smaller the p-value, the less likely the results are due to chance. Stated otherwise, smaller p-values indicate more significant results. Course grade can be interpreted as follows: A = 4.0, B = 3.0, C = 2.0, D = 1.0, F = 0.

¹ There were initially 1,128 cases. However, 63 cases included the same ID and course and therefore their records were combined (n = 1,065). Additionally, 62 cases were excluded after their tutoring course did not match a registered course for that term (n = 1,003).

TILT: Assessment of Tutoring Program AY 2013-2014

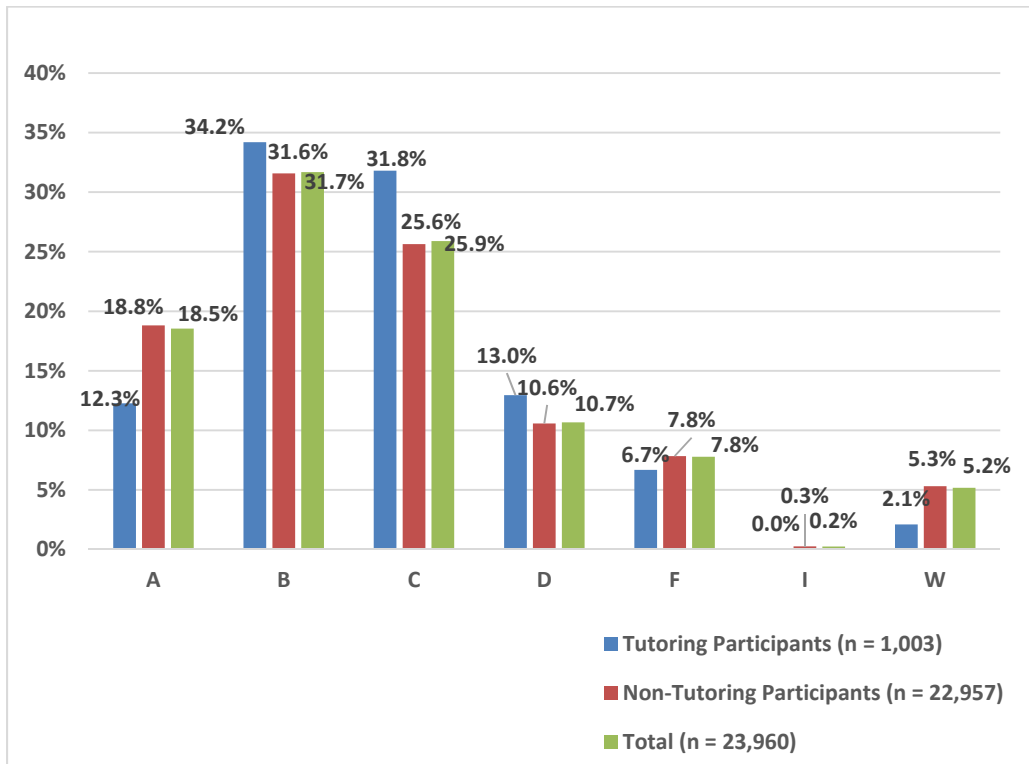
Research Question: Do students who participate in the TILT tutoring programs earn higher course grades than those students who do not participate?

- Looking at all tutoring participants for the 2013-2014 academic year, students who participated in tutoring received significantly lower course grades on average compared to non-tutoring participants (a very small effect size: $d = .11$). This is particularly true for the Spring 2014 where tutoring participants had significantly lower overall course grades for Spring 2014 than non-tutoring participants ($d = .14$); however, there were no significant overall differences between students for the Fall 2013 term. One significant factor impacting this result is that tutoring participants had lower index scores on average ($d = .27$) than non-tutoring participants for both terms.
- Examining individual courses over both terms (see Table 1), tutoring participants had significantly higher ($p < .05$) average grades in both ECON 202 and 204 ($d = .47$ and $d = .71$ respectively), but significantly lower average grades in MATH 261 ($d = .55$) when compared to non-tutoring participants.
- Although there was not a significant overall difference for the Fall 2013 term (see Table 2), CHEM 343 tutoring participants received significantly higher overall course grades compared to non-tutoring participants ($d = .82$).

Interpreting the Results (Tables 1-3): For a statistically significant result ($p < .05$), an effect size, reported as Cohen's d , is included. An effect size is a standardized measure that describes the magnitude of the difference between the two group means. This allows for a practical interpretation for understanding to what extent the two groups differ. Although there is no objective rule, Cohen (1988) suggests the following guide for interpreting an effect size: small = .20, moderate = .50, large = .80.

TILT: Assessment of Tutoring Program AY 2013-2014

Figure 1. Course Grade by Tutoring Participation²



² Course grades were collapsed into whole grades for summary purposes. For example, course grades of B+ and B- were categorized as 'B'.

TILT: Assessment of Tutoring Program AY 2013-2014

Table 1. Academic Year 2013-14: Average course grade and CCHE index across tutoring program participant status and course for those courses offered both fall and spring terms.

Course	Tutoring Participants			Non-Tutoring Group Participants			<i>d</i>	
	N	Average Course Grade	Average CCHE Index	N	Average Course Grade	Average CCHE Index		
ANEQ 230	13	2.31	117.69	127	2.06	113.97		
BC 351	1	3.00	117.00	764	2.71	120.86		
BZ 350	28	2.33	119.29	339	2.32	119.06		
CHEM 103	14	2.00	108.67	459	2.32	108.96		
CHEM 107	16	1.94	107.21	590	2.30	112.90		-0.58
CHEM 111	84	1.89	113.55	2,178	2.09	118.68		-0.47
CHEM 113	111	2.17	115.02	1,262	2.15	120.82		-0.52
CHEM 245	49	2.17	109.59	493	2.41	118.60		-0.81
CHEM 341	36	2.16	121.50	563	2.12	123.07		
CHEM 343	19	2.79	114.07	462	2.46	123.78		-0.72
ECON 202	52	2.89	110.59	1,840	2.47	113.28		0.47
ECON 204	18	3.37	109.18	1,368	2.74	113.34		0.71
LIFE 102	21	2.70	112.62	2,155	2.58	114.84		
MATH 141	40	2.54	107.50	1,193	2.50	111.11		
MATH 155	121	2.36	112.36	585	2.16	116.67		-0.39
MATH 160	62	1.80	112.12	782	2.02	117.06		-0.48
MATH 161	53	2.49	114.58	847	2.35	120.74		-0.59
MATH 255	6	2.00	111.00	77	2.18	116.71		
MATH 261	34	1.41	117.31	720	2.01	123.35	-0.55	-0.66
MATH 340	7	2.71	115.00	554	2.60	122.86		
MATH 369	6	1.73	104.00	305	2.63	121.99		-1.45
PH 121	52	2.90	114.43	660	2.84	118.36		-0.34
PH 122	44	3.02	118.76	471	3.01	121.53		
PH 141	66	2.26	117.05	804	2.04	119.92		
PH 142	19	2.75	113.53	427	2.79	123.15		-0.98
SPCM 100	3	3.00	NA	1,108	2.92	110.16		
STAT 201	9	2.07	108.25	806	2.76	110.46		
STAT 301	19	2.49	110.17	1,018	2.77	116.70		
Total	1,003	2.34	113.70	22,957	2.46	116.78	-0.11	-0.27

Table 2. Fall 2013: Average course grade and CCHE index across tutoring program participant status and course.

Course	Tutoring Participants		Non-Tutoring Group Participants			<i>d</i>	
	N	Average Course Grade	Average CCHE Index	N	Average Course Grade		
ANEQ 230	5	2.40	116.00	71	1.95	111.36	
CHEM 107	7	2.09	104.29	332	2.02	111.39	-0.81
CHEM 111	36	1.73	112.39	1,318	2.11	120.49	-0.39 -0.70
CHEM 113	39	2.31	115.41	553	2.07	118.27	-0.22
CHEM 245	15	1.67	107.08	248	2.41	119.11	-0.86 -1.11
CHEM 341	14	2.86	121.75	344	2.54	124.56	-0.33
CHEM 343	9	2.82	112.43	146	1.95	121.32	0.82 -0.70
ECON 202	19	2.95	109.00	961	2.64	113.72	
ECON 204	8	3.33	112.00	665	2.78	112.92	
LIFE 102	12	2.73	113.00	1,413	2.61	115.67	
MATH 141	11	2.91	106.50	603	2.70	110.66	
MATH 155	57	2.34	112.47	303	2.14	115.45	
MATH 160	30	2.03	115.00	435	2.32	117.89	
MATH 161	36	2.47	116.00	466	2.15	120.83	-0.45
MATH 261	10	2.00	116.40	396	2.21	123.31	-0.72
MATH 340	7	2.71	115.00	244	2.80	121.69	
PH 121	29	3.08	115.64	432	2.97	119.82	
PH 122	9	2.67	124.75	101	2.35	119.22	0.63
PH 141	22	2.00	114.71	405	1.96	117.66	
PH 142	7	3.05	114.00	220	3.02	122.64	-1.03
SPCM 100	3	3.00	NA	560	2.96	110.61	
STAT 201	4	2.09	108.25	400	2.70	110.50	
STAT 301	9	2.74	113.50	520	2.75	116.03	
Total	398	2.42	113.76	12,186	2.48	116.81	-0.27

Table 3. Spring 2014: Average course grade and CCHE index across tutoring program participant status and course.

Course	Tutoring Participants			Non-Tutoring Group Participants			<i>d</i>	
	N	Average Course Grade	Average CCHE Index	N	Average Course Grade	Average CCHE Index		
ANEQ 230	8	2.25	118.75	56	2.20	117.19		
BC 351	1	3.00	117.00	368	2.88	120.26		
BZ 350	28	2.33	119.29	157	2.33	118.94		
CHEM 103	14	2.00	108.67	166	2.09	108.89		
CHEM 107	9	1.81	110.14	258	2.64	114.73	-0.71	
CHEM 111	48	2.00	114.56	860	2.07	115.69		
CHEM 113	72	2.10	114.84	709	2.21	122.74	-0.71	
CHEM 245	34	2.39	110.96	245	2.42	118.10	-0.63	
CHEM 341	22	1.71	121.29	219	1.48	120.59		
CHEM 343	10	2.77	115.50	316	2.70	124.96	-0.65	
ECON 202	33	2.85	111.60	879	2.28	112.81	0.65	
ECON 204	10	3.42	108.90	703	2.70	113.74	0.83	
LIFE 102	9	2.67	112.11	742	2.51	113.15		
MATH 141	29	2.38	107.81	590	2.30	111.57	-0.41	
MATH 155	64	2.39	112.27	282	2.17	117.96	-0.52	
MATH 160	32	1.58	109.58	347	1.63	115.90	-0.64	
MATH 161	17	2.53	111.73	381	2.58	120.63	-0.93	
MATH 255	6	2.00	111.00	40	2.18	117.11		
MATH 261	24	1.17	117.79	324	1.76	123.40	-0.57	-0.62
MATH 369	6	1.73	104.00	163	2.54	119.71	-0.13	
PH 121	23	2.67	112.84	228	2.58	115.51		
PH 122	35	3.11	116.92	370	3.18	122.07	-0.47	
PH 141	44	2.39	118.05	399	2.12	121.87	-0.32	
PH 142	12	2.58	113.13	207	2.56	123.77	-0.94	
STAT 201	5	2.07	108.25	406	2.81	110.41		
STAT 301	10	2.27	106.83	498	2.80	117.36	-0.77	
Total	605	2.28	113.66	10,771	2.43	116.76	-0.14	-0.27

Research Question: Does participation in the TILT tutoring program predict a higher course grade after controlling for academic preparation (CCHE Index)?

- For each term and for the AY13-14 as a whole, participation in the tutoring program did not significantly predict a higher course grade when compared to those students who do not participate in the tutoring program when looking above and beyond the impact of index. Nevertheless, tutoring participants for several specific courses over both terms did have significantly higher course grades when index was controlled for: CHEM 113, CHEM 343, ECON 202, ECON 204, MATH 155, and PH 141.
- When looking at the results over both terms, students who received tutoring for Chemistry, Economic, and PH classes (categorized in aggregate) received a directionally ($p < .01$) or significantly ($p < .05$) higher course grade (average increase of .12, .45, and .17 course grade points respectively) compared to those students in the same courses who did not receive tutoring. When looking at math courses in aggregate, tutoring participants did not have an average higher course grade than non-tutoring participants after controlling for index despite showing two directional and one significant individual math course advantages.
- Only one course, STAT 201, showed non-tutoring participants with a significantly higher course grade (-.76 point decrease).
- Tutoring participation had the largest effect on course grade for ECON 202, ECON 204, and CHEM 343 with an average of a .48, .66, and .73 grade point increases respectively.

Interpreting the Results (Tables 4-7):

- The beta coefficient, B , represents the association between course grade and study group participation after controlling for CCHE index. For instance, a coefficient of .50 can be interpreted as tutoring participation results in an average increase of .50 points in their final course grade after controlling for a student's index.
- R-squared is a statistical measure used to explain the percentage of the variation in course grades described by the two variables included in the model: Tutoring Participation and Index. An R-squared of 0% indicates the two variables in the model explain none of the variability in the response data around the mean, while 100% indicates the model explains all the variability of the respondent data around the mean. Thus, the higher the R-squared the better job tutoring participation and index do at explaining course grade. For these results, R-squared is relatively low for all models. This indicates there are likely other predictors besides index and tutoring program participation explaining one's course grade. This is not an unexpected finding since a multitude of student characteristics and college experiences play a role in student grade performance.
- A bolded p value indicates study group participation is a statistically significant predictor of course grade above and beyond index level at the $p < .05$ level. A bolded p -value indicates statistical significance at the $p < .10$ level.
- As mentioned previously, some course results are very limited due to the small number of tutoring participants in each course. Courses were combined when possible over both terms and/or when within the same departments (e.g. seven chemistry courses were combined and reported in aggregate in addition to reported individually). Although Table 4 reports all courses for the entire the AY 2013-2014, data by term, Tables 5 and 6, report only aggregate course data.

TILT: Assessment of Tutoring Program AY 2013-2014

Table 4. AY 2013-2014: Linear regression results: Predicting final grade based on tutoring program participation after controlling for CCHE index.

AY 13-14					
Course	Tutoring Participants (n)	Non-Tutoring Participants (n)	R ²	B	p
ANEQ230	13	127	0.07	0.15	0.69
BC 351	1	764	0.03	0.32	0.77
BZ 350	28	339	0.11	0.01	0.96
CHEM	329	6,007	0.17	0.12	0.06
CHEM 103	14	459	0.21	-0.32	0.27
CHEM 107	16	590	0.18	-0.08	0.78
CHEM 111	84	2,178	0.26	0.11	0.30
CHEM 113	111	1,262	0.22	0.25	0.01
CHEM 245	49	493	0.14	-0.08	0.64
CHEM 341	36	563	0.14	0.14	0.55
CHEM 343	19	462	0.09	0.73	0.02
ECON	70	3,208	0.16	0.45	0.00
ECON 202	52	1,840	0.17	0.48	0.00
ECON 204	18	1,368	0.15	0.66	0.03
LIFE102	21	2,155	0.31	0.27	0.20
MATH	329	5,063	0.07	0.09	0.27
MATH 141	40	1,193	0.09	0.25	0.24
MATH 155	121	585	0.14	0.39	0.00
MATH 160	62	782	0.14	0.19	0.32
MATH 161	53	847	0.10	0.36	0.05
MATH 255	6	77	0.30	-0.06	0.92
MATH 261	34	720	0.09	-0.39	0.09
MATH 340	7	554	0.03	0.55	0.35
MATH 369	6	305	0.06	-0.60	0.51
PH	181	2,362	0.13	0.17	0.07
PH 121	52	660	0.21	0.23	0.11
PH 122	44	471	0.17	0.03	0.83
PH 141	66	804	0.16	0.31	0.05
PH 142	19	427	0.07	0.13	0.57
SPCM100	3	1,108	NA		
STAT	28	1,824	0.16	-0.37	0.10
STAT 201	9	806	0.19	-0.76	0.03
STAT 301	19	1,018	0.16	-0.07	0.82
Total	1,003	22,957	0.10	-0.03	0.40

TILT: Assessment of Tutoring Program AY 2013-2014

Table 5. Fall 2013: Linear regression results: Predicting final grade based on tutoring program participation after controlling for CCHE index.

Fall 2013					
	Tutoring Participants (n)	Non-Tutoring Participants (n)	R ²	B	p
Chemistry Courses	120	3,234	0.20	0.17	0.09
Economics Courses	27	1,626	0.14	0.48	0.04
Math Courses	151	2,626	0.07	0.06	0.62
Physics Courses	67	1,158	0.13	0.16	0.30
All Fall 2013 courses	398	12,190	0.11	0.00	0.98

Table 6. Spring 2014: Linear regression results: Predicting final grade based on tutoring program participation after controlling for CCHE index.

Spring 2014					
	Tutoring Participants (n)	Non-Tutoring Participants (n)	R ²	B	p
Chemistry Courses	209	2,773	0.15	0.06	0.43
Economics Courses	43	1,582	0.19	0.48	0.00
Math Courses	178	2,437	0.07	0.22	0.19
Physics Courses	114	1,204	0.12	0.17	0.12
All Spring 2014 courses	605	10,778	0.09	-0.05	0.36

Research Question: Does participation frequency in the TILT tutoring program predict a higher course grade after controlling for academic preparation (CCHE Index)?

- For the 2013-2014 academic year, the number of tutoring visits directionally ($p = .09$) impacted course grade after controlling for a student's CCHE Index. In particular, the number of tutoring visits positively impacted course grade for Chemistry and Economic classes on a whole and CHEM 103, CHEM 107, and PH 141 at the individual class level. However, it is noteworthy that the number of tutoring visits negatively impacted course grade for Statistic classes on a whole and specifically STAT 301 ($B = -.33$ and $-.41$ respectively).
- CHEM 103 and CHEM 107 had the largest effect with an average of a .23 and .13 grade point increase respectively for each additional visit.
- On average, a tutoring participant visited 7.3 times per class. Tutoring participants for CHEM 245, MATH 155, and MATH 340 on average visited more than 9 times for each course. Both statistics classes were among the lowest average number of visits per student (less than 5 visits per student). Interestingly, and mentioned previously, tutoring participation in STAT 201 was the only course with a significantly negative impact on course grade compared to non-tutoring after controlling for index (Table 4).

TILT: Assessment of Tutoring Program AY 2013-2014

Table 7. AY 2013-2014: Linear regression results: Predicting final grades of tutoring participants based on number of tutoring visits after controlling for CCHE index.

AY 2013-2014								
Course	Tutoring Participants (n)	Average Grade Points	Avg. Grade Points Std. Dev.	Average # of Visits	Avg # of Visits: Std. Deviation	R ²	B	p
ANEQ 230	13	2.31	1.44	6.85	4.36	0.43	0.13	0.15
BC 351*	1	3.00	0.00	4.00	0.00	NA		
BZ 350*	28	2.33	1.17	7.07	3.14	0.10	0.02	0.83
CHEM	324	2.11	0.98	7.22	5.67	0.21	0.03	0.00
CHEM 103*	14	2.00	0.96	7.36	2.92	0.75	0.23	0.01
CHEM 107	16	1.94	1.17	6.88	5.67	0.55	0.13	0.02
CHEM 111	84	1.89	0.82	6.39	6.03	0.16	0.03	0.06
CHEM 113	111	2.17	0.94	7.17	5.83	0.28	0.03	0.05
CHEM 245	49	2.17	0.91	10.14	6.13	0.26	-0.01	0.72
CHEM 341	36	2.16	1.29	6.08	4.49	0.22	0.13	0.13
CHEM 343	19	2.79	0.85	5.95	2.39	0.16	0.08	0.43
ECON	67	3.00	0.72	5.81	3.61	0.12	0.07	0.03
ECON 202	52	2.89	0.69	5.48	3.06	0.08	0.05	0.15
ECON 204	18	3.37	0.73	6.78	4.85	0.56	0.10	0.15
LIFE 102	21	2.70	0.80	4.76	3.08	0.28	-0.09	0.13
MATH	319	2.19	1.14	7.89	6.06	0.02	-0.01	0.55
MATH 141	40	2.54	0.93	5.75	5.12	0.04	-0.03	0.29
MATH 155	121	2.36	1.13	9.89	7.03	0.05	-0.01	0.55
MATH 160	62	1.80	1.13	8.03	5.89	0.08	-0.03	0.39
MATH 161	53	2.49	1.10	6.19	4.03	0.25	0.01	0.72
MATH 255*	6	2.00	1.41	5.00	1.67	0.92	0.62	0.25
MATH 261	34	1.41	0.95	6.44	4.91	0.06	-0.05	0.48
MATH 340**	7	2.71	0.76	9.29	6.75	NA		
MATH 369*	6	1.73	1.36	5.00	2.45	NA		
PH	180	2.68	0.94	7.75	5.64	0.17	0.02	0.14
PH 121	52	2.90	0.82	6.13	3.55	0.43	-0.01	0.59
PH 122	44	3.02	0.64	7.23	3.75	0.11	0.04	0.25
PH 141	66	2.26	1.08	9.05	7.47	0.26	0.04	0.02
PH 142	19	2.75	0.79	8.89	5.65	0.29	0.02	0.60
SPCM 100**	3	3.00	0.67	6.33	0.58	NA		
STAT	28	2.36	1.07	4.68	1.83	0.37	-0.33	0.03
STAT 201	9	2.07	1.42	4.78	1.64	0.34	0.11	0.84
STAT 301	19	2.49	0.87	4.63	1.95	0.75	-0.41	0.00
Total	1,003	2.34	1.06	7.30	5.53	0.09	0.01	0.09

Note: When comparing visit means, please note some classes only had tutoring participation one term (* = Fall semester only; ** = Spring semester only).

Research Question: What are the demographic characteristics of students who participate in the tutoring program compared to students who do not participate?

- Among all courses, there were 1,003 tutoring cases; however, a multitude of students received tutoring for several courses. Therefore, there were 796 unique tutoring cases. The comparison group (non-tutoring participants) were students in those classes of interest (n = 22,957 students, 11,786 unique students).
- Compared to non-tutoring participants enrolled in the same courses for the appropriate term, the demographic characteristics suggest women tutoring participants (52.9% of tutoring participants vs. 50.1% of non-tutoring) were more represented than men (47.1% vs. 49.9% respectively).
- Higher proportions of STEM majors (58.9% vs. 49.3%) and sophomores (35.2% vs. 31.6%) were tutoring participants compared to those students in the same courses who were not tutoring participants
- Just under a quarter of students who participated in the tutoring program were from the college of Natural Sciences (23.4%). Students in the colleges of Health and Human Sciences and Intra-University each comprised about 17-20% of the tutoring program participants. Students with majors in Business and Liberal Arts each comprised of less than 3% of the tutoring program participants despite being over 6% of non-tutoring participants.

TILT: Assessment of Tutoring Program AY 2013-2014

Figure 2. Number of courses in which tutoring participants received services

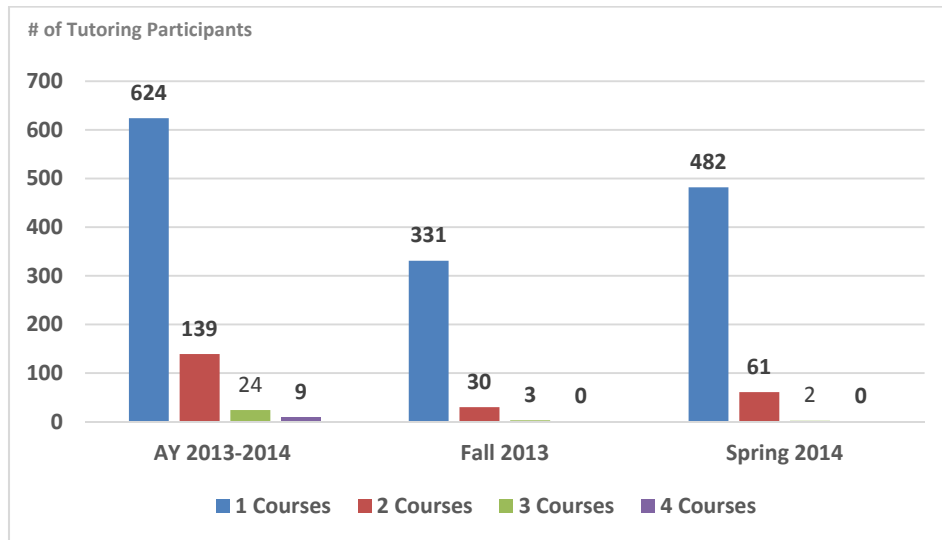


Table 8. Gender proportions for tutoring program participants and non-tutoring program participants.

Gender		Tutoring Participants	% of Tutoring Participants	Non-Tutoring Participants	% of Non-Tutoring Participants
Female	AY13-14	421	52.9	5,907	50.1
	FA13	115	45.8	2,038	51.0
	SP14	306	56.1	3,869	49.6
Male	AY13-14	375	47.1	5,879	49.9
	FA13	136	54.2	1,955	49.0
	SP14	239	43.9	3,924	50.4

TILT: Assessment of Tutoring Program AY 2013-2014

Table 9. Student characteristic proportions for tutoring program participants and non-tutoring program participants.

Student Characteristics		Tutoring Participants	% of Tutoring Participants	Non-Tutoring Participants	% of Non-Tutoring Participants
First Generation Students	AY13-14	200	25.1	2,948	25.0
	FA13	62	24.7	1,085	27.2
	SP14	138	25.3	1,863	23.9
Residents	AY13-14	582	73.1	8,886	75.4
	FA13	177	70.5	3,055	76.5
	SP14	405	74.3	5,831	74.8
STEM Majors	AY13-14	469	58.9	5,816	49.3
	FA13	155	61.8	1,709	42.8
	SP14	314	57.6	4,107	52.7
Pell Recipients	AY13-14	63	7.9	909	7.7

Table 10. Student level proportions for tutoring program participants and non-tutoring program participants.

Student level		Tutoring Participants	% of Tutoring Participants	Non-Tutoring Participants	% of Non-Tutoring Participants
Freshman	AY13-14	216	27.1	3,074	26.1
	FA13	68	27.1	918	23.0
	SP14	148	27.2	2,156	27.7
Sophomore	AY13-14	280	35.2	3,721	31.6
	FA13	90	35.9	1,209	30.3
	SP14	190	34.9	2,512	32.2
Junior	AY13-14	168	21.1	2,766	23.5
	FA13	57	22.7	999	25.0
	SP14	111	20.4	1,767	22.7
Senior	AY13-14	125	15.7	2,161	18.3
	FA13	31	12.4	830	20.8
	SP14	94	17.2	1,331	17.1
Graduate	AY13-14	7	0.9	64	.5
	FA13	5	2.0	37	.9
	SP14	2	0.4	27	.3

TILT: Assessment of Tutoring Program AY 2013-2014

Table 11. Ethnicity and Minority status proportions for tutoring program participants and non-tutoring program participants.

Ethnicity/Minority Status and Year		Tutoring Participants	% of Tutoring Participants	Non-Tutoring Participants	% of Non-Tutoring Participants
Minority Student	AY13-14	166	20.9	2,174	18.4
	FA13	48	19.1	740	18.5
	SP14	118	21.7	1,434	18.4
Asian	AY13-14	19	2.4	248	2.1
	FA13	4	1.6	59	1.5
	SP14	15	2.8	189	2.4
Black	AY13-14	27	3.4	247	2.1
	FA13	7	2.8	97	2.4
	SP14	20	3.7	150	1.9
Hawaiian/PI	AY13-14	0	0.0	9	.1
	FA13	0	0.0	3	.1
	SP14	0	0.0	6	.1
Hispanic	AY13-14	85	10.7	1,211	10.3
	FA13	29	11.6	422	10.6
	SP14	56	10.3	789	10.1
Multi-Racial	AY13-14	32	4.0	424	3.6
	FA13	7	2.8	146	3.7
	SP14	25	4.6	278	3.6
Native Amer.	AY13-14	3	.4	35	.3
	FA13	1	.4	13	.3
	SP14	2	.4	22	.3
White	AY13-14	551	69.2	8,549	72.5
	FA13	170	67.7	2,899	72.6
	SP14	381	69.9	5,650	72.5
International	AY13-14	37	4.6	466	4.0
	FA13	13	5.2	135	3.4
	SP14	24	4.4	331	4.2
No Response	AY13-14	42	5.3	597	5.1
	FA13	20	8.0	219	5.5
	SP14	22	4.0	378	4.9

TILT: Assessment of Tutoring Program AY 2013-2014

Table 12. College major proportions for tutoring program participants and non-tutoring program participants.

College and Year		Tutoring Participants	% of Tutoring Program	Non-Tutoring Participants	% of Tutoring Group
Agricultural Sciences	AY13-14	43	5.4	750	6.4
	FA13	15	6.0	293	7.3
	SP14	28	5.1	457	5.9
Business	AY13-14	21	2.6	744	6.3
	FA13	5	2.0	314	7.9
	SP14	16	2.9	430	5.5
Engineering	AY13-14	112	14.1	1,496	12.7
	FA13	51	20.3	382	9.6
	SP14	61	11.2	1,114	14.3
Health & Human Sciences	AY13-14	158	19.8	2,288	19.4
	FA13	38	15.1	881	22.1
	SP14	120	22.0	1,407	18.1
Intra-University	AY13-14	137	17.2	1,557	13.2
	FA13	47	18.7	487	12.2
	SP14	90	16.5	1,070	13.7
Liberal Arts	AY13-14	17	2.1	1,011	8.6
	FA13	5	2.0	459	11.5
	SP14	12	2.2	552	7.1
Natural Sciences	AY13-14	186	23.4	2,588	22.0
	FA13	45	17.9	794	19.9
	SP14	141	25.9	1,794	23.0
Veterinary Med. & Biomed. Sci.	AY13-14	49	6.2	555	4.7
	FA13	20	8.0	97	2.4
	SP14	29	5.3	458	5.9
Warner College of Natural Res.	AY13-14	73	9.2	797	6.8
	FA13	25	10.0	286	7.2
	SP14	48	8.8	511	6.6