AY21–22 TILT Learning Assistant Program Assessment Report
The Institute for Learning and Teaching
August 2022

The Institute for Learning and Teaching's (TILT) Learning Assistant (LA) program is an evidence-informed model of peer-to-peer academic support. Learning Assistants (LAs) are trained peer educators who facilitate in-class small-group activities and discussions that promote deeper learning and active engagement among students. LAs also provide supplemental academic support outside of the classroom including drop-in tutoring, study groups, and exam review sessions. TILT hired, trained, and supervised 92 LAs in Fall 2021 and 87 LAs in Spring 2022.

TILT began implementing the LA program in Fall 2018, and in Fall 2021, TILT implemented the LA model with full fidelity in all sections of BZ 110, CHEM 111, and LIFE 102, providing support for 2,592 course enrollments. During Spring 2022, TILT hired an additional LA Program coordinator, which allowed the program to expand support to CHEM 107 and CHEM 113 and increase the number of Spring semester enrollments supported by more than 1,000 students. During Spring 2022, the LA program supported 2,576 enrollments compared to 1,357 enrollments during Spring 2021. Since it began, the LA Program has supported more than 11,000 course enrollments.

LA Model Components

The LA model includes three core components:
1) Practice: An LA's primary role is to interact with students during formal class time to help them better understand course content by guiding them in their own learning process. LA-student interaction can happen in many forums including, but not limited to, lecture, laboratory, or recitations.
2) Preparation: LAs meet weekly with the course instructor to discuss course content, plan for upcoming lessons, and reflect on activities from previous weeks. This also serves as an opportunity for LAs to provide input on the student perspective to the instructor.
3) Pedagogy: First-time LAs enroll in a one-credit pedagogy course. In the course, LAs learn about teaching, reflect on their experiences, and get support from fellow LAs when they face challenges with students or their working relationship with instructors.

Figure 1. *Generalized Model of Transformation with LAs*
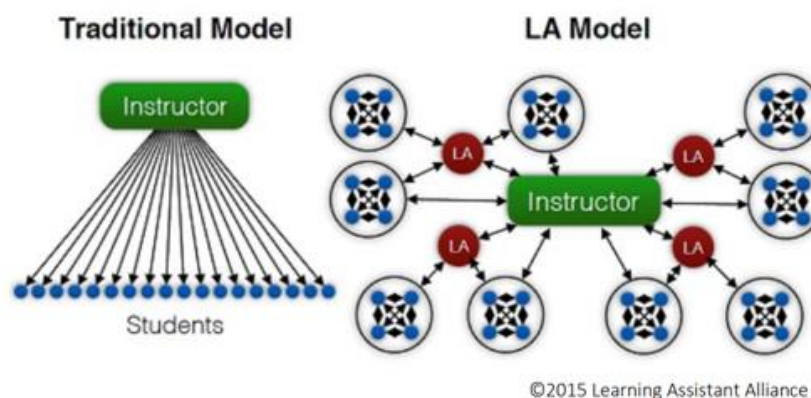
Student Success Rate Comparisons

When comparing student success rates among students enrolled in LA-supported and non-LA-supported sections of LIFE 102, CHEM 111, and BZ 110, there has consistently been higher student success rates among students enrolled in LA-supported sections (Figures 2, 3, and 4)[1]. Further, there has consistently been an even greater increase in student success rates among racially minoritized students, Pell students, and first-generation students when compared to all students in the course (Figures 2, 3, and 4).

Figure 2. *BZ 110 Student Success Rates: LA-Supported and Non-LA-Supported Sections*

All Students	**Racially Minoritized**	**Pell Recipients**	**First Generation**
Non-LA: (FA19) n = 321	Non-LA: (FA19) n = 72	Non-LA: (FA19) n = 74	Non-LA: (FA19) n = 74
LA (FA20) n = 199	LA (FA20) n = 54	LA (FA20) n = 41	LA (FA20) n = 44
LA (FA21) n = 319	LA (FA21) n = 60	LA (FA21) n = 54	LA (FA21) n = 70

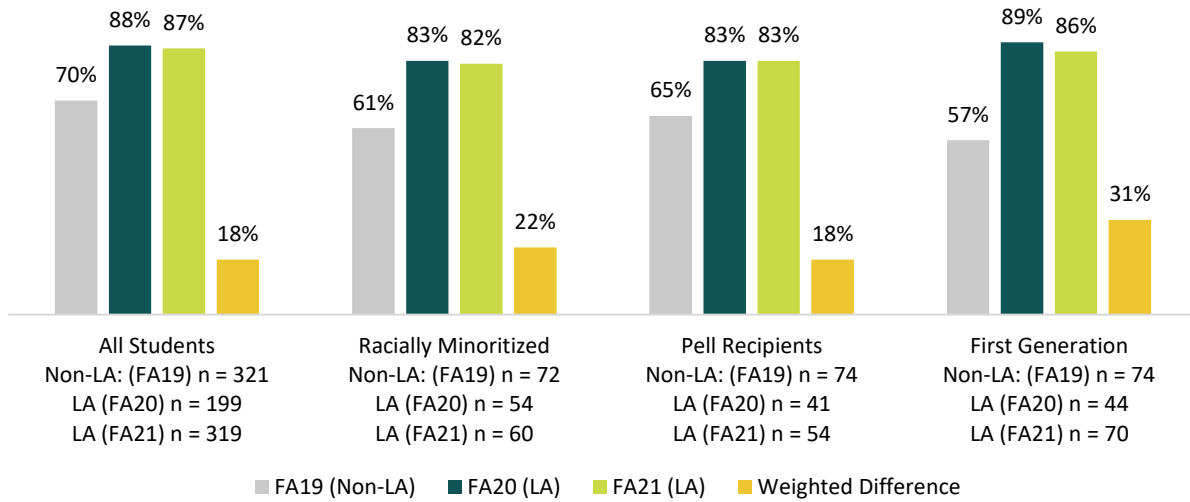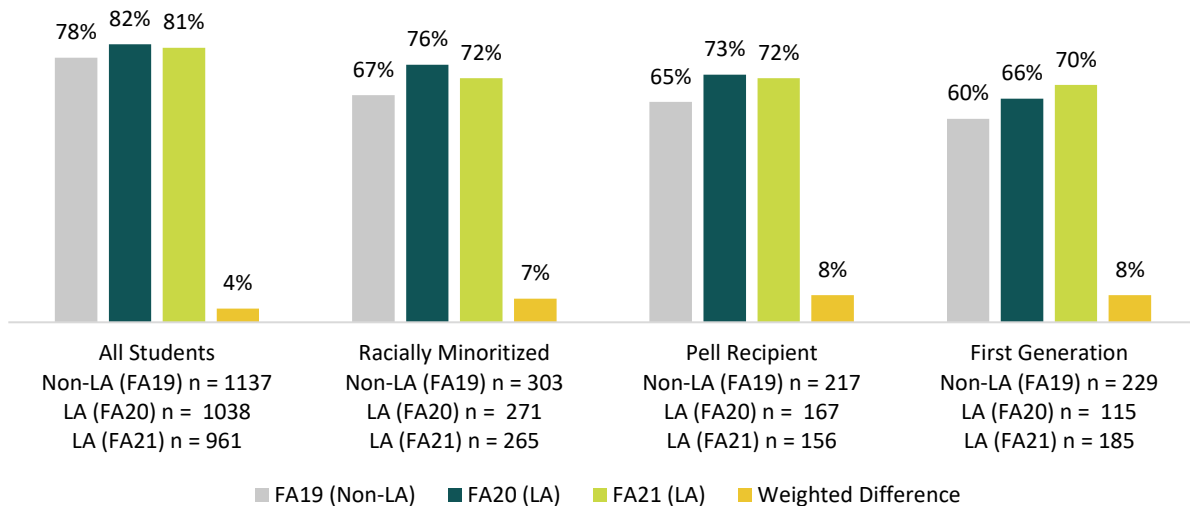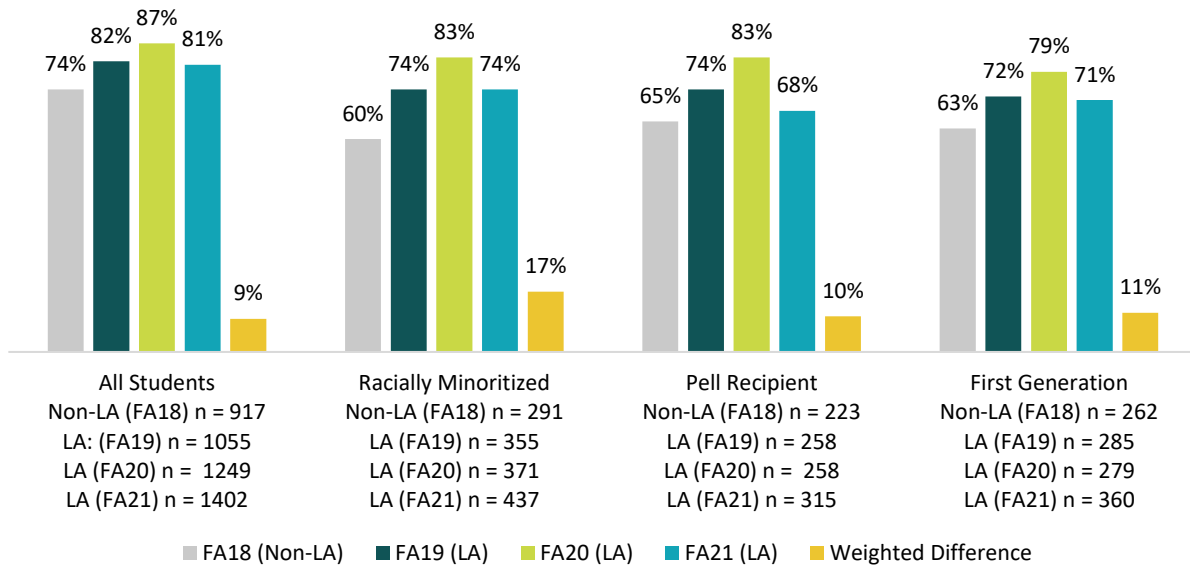■ FA19 (Non-LA) ■ FA20 (LA) ■ FA21 (LA) ■ Weighted Difference

Figure 3. *CHEM 111 Student Success Rates: LA-Supported and Non-LA-Supported Sections*

All Students	**Racially Minoritized**	**Pell Recipient**	**First Generation**
Non-LA (FA19) n = 1137	Non-LA (FA19) n = 303	Non-LA (FA19) n = 217	Non-LA (FA19) n = 229
LA (FA20) n = 1038	LA (FA20) n = 271	LA (FA20) n = 167	LA (FA20) n = 115
LA (FA21) n = 961	LA (FA21) n = 265	LA (FA21) n = 156	LA (FA21) n = 185

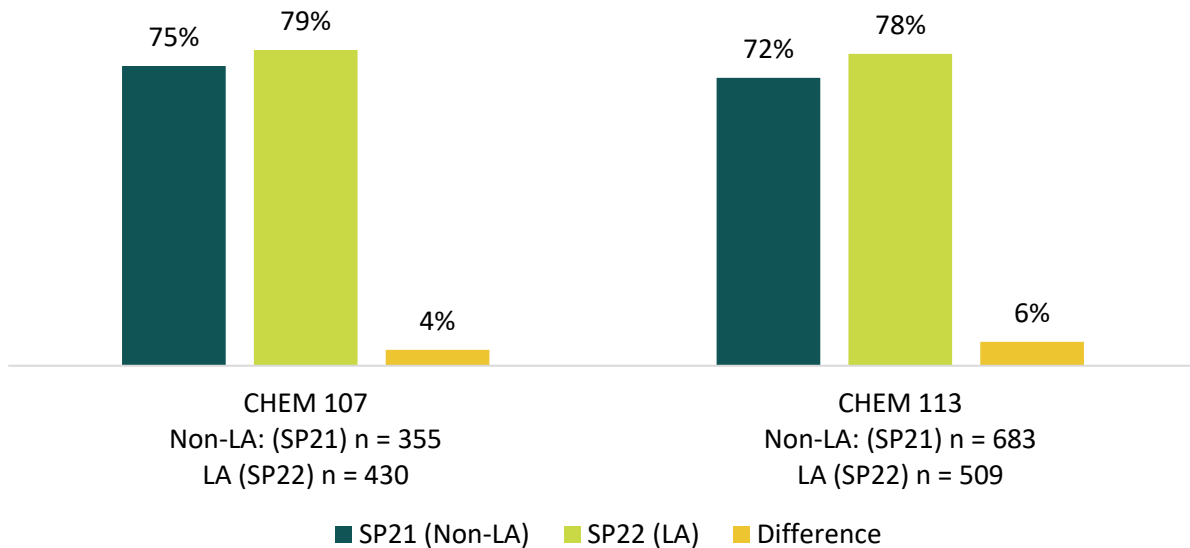■ FA19 (Non-LA) ■ FA20 (LA) ■ FA21 (LA) ■ Weighted Difference

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[1] Because the LA program is implemented in all sections of BZ 110, CHEM 111, and LIFE 102 courses, we are not able to compare student success rates within the same semester. Instead, we use the most recent semester without LA support as the baseline within the comparison.

Figure 4. *LIFE 102 Student Success Rates: LA-Supported and Non-LA-Supported Sections*

All Students
Non-LA (FA18) n = 917
LA: (FA19) n = 1055
LA (FA20) n = 1249
LA (FA21) n = 1402

Racially Minoritized
Non-LA (FA18) n = 291
LA (FA19) n = 355
LA (FA20) n = 371
LA (FA21) n = 437

Pell Recipient
Non-LA (FA18) n = 223
LA (FA19) n = 258
LA (FA20) n = 258
LA (FA21) n = 315

First Generation
Non-LA (FA18) n = 262
LA (FA19) n = 285
LA (FA20) n = 279
LA (FA21) n = 360

■ FA18 (Non-LA)   ■ FA19 (LA)   ■ FA20 (LA)   ■ FA21 (LA)   ■ Weighted Difference

When comparing student success rates among students enrolled in LA-supported and non-LA-supported sections of the newly supported courses for SP22 (CHEM 107 and CHEM 111), LA-supported sections had higher student success rates than non-LA-supported sections across both courses (Figure 5). Comparisons of student success rates disaggregated by student characteristics (racially minoritized, Pell recipient, and first-generation) for CHEM 107 and CHEM 111 are forthcoming.

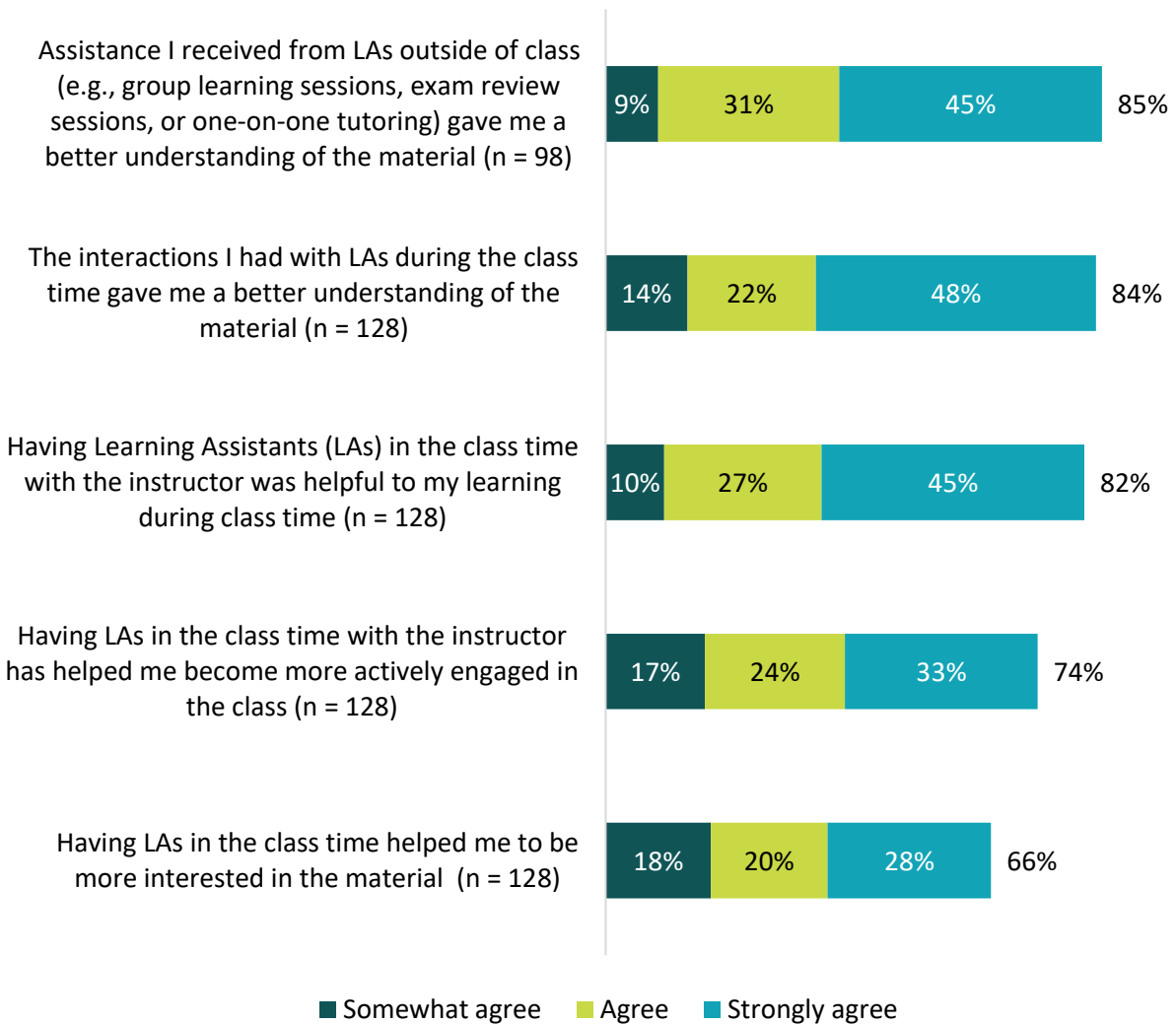Figure 5. *CHEM 107 and CHEM 113 Student Success Rates: LA-Supported and Non-LA-Supported Sections*

CHEM 107
Non-LA: (SP21) n = 355
LA (SP22) n = 430

CHEM 113
Non-LA: (SP21) n = 683
LA (SP22) n = 509

■ SP21 (Non-LA)   ■ SP22 (LA)   ■ Difference

# Students' Experience with Learning Assistants in their Courses

Each semester, students in LA-supported courses are invited to complete a survey asking them about their experience having LAs in their course. During SP22, more than 80% of students surveyed reported an increased understanding of course material and increased learning in their courses. About three-quarters of students reported increased engagement with course material, and two-thirds of students reported an increased interest in the course material as a result of the LA program (Figure 6).

Figure 6. *Students' Reported Impact of LAs on their Learning, Understanding, and Engagement*

Statement	Somewhat agree	Agree	Strongly agree	Total
Assistance I received from LAs outside of class (e.g., group learning sessions, exam review sessions, or one-on-one tutoring) gave me a better understanding of the material (n = 98)	9%	31%	45%	85%
The interactions I had with LAs during the class time gave me a better understanding of the material (n = 128)	14%	22%	48%	84%
Having Learning Assistants (LAs) in the class time with the instructor was helpful to my learning during class time (n = 128)	10%	27%	45%	82%
Having LAs in the class time with the instructor has helped me become more actively engaged in the class (n = 128)	17%	24%	33%	74%
Having LAs in the class time helped me to be more interested in the material (n = 128)	18%	20%	28%	66%

■ Somewhat agree ■ Agree ■ Strongly agree

Additionally, 90% of students said they would recommend taking an LA-supported course to other students (Figure 7.)

Figure 7. *Students who would Recommend LA-Supported Courses to their Peers; (n = 131)*

10%

5%

85%

■ Yes   ■ Yes, with changes   ■ No
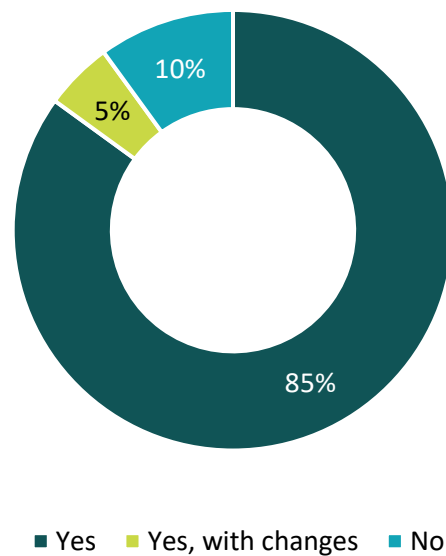
Future Directions

During AY22-23, TILT plans to:

- Develop an online section of the Learning Assistant pedagogy course with the support of TILT's Instructional Designers.
- Developing an online course, with the support of TILT's Instructional Designers, for faculty and instructors interested in incorporating Learning Assistants in their class.