Tutorial Assistance Program Summary Spring 2023

Summary

Program Information

Program Title	Tutorial Assistance Program
Program Goals and Objectives	The primary goal of the Tutorial Assistance Program (TAP) is to engage students in developing the skills and knowledge necessary to enhance academic success by promoting academic development through individual, group, and drop-in tutoring. Program Goals for the 2022-2023 academic year are: A. Develop outreach and collaboration opportunities, enhancing existing partnerships and building new ones (e.g., w/ internal departmental programs), and explore new outreach and marketing opportunities to extend long-term TAP reach across campus, including through streamlined recruitment processes. B. Expand TAP available services to include roll out of process to remind students of upcoming appointments providing rescheduling and cancellation options to minimize no-show rates for students. C. Re-vamp TAP webpage to make it more user friendly and informative for students seeking to better understand and take advantage of full scope of TAP services with the inclusion of an updated announcement board/space. Quarterly updates to be implemented no later than Week 1 of each term.

Report Preparation

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Others involved or consulted	Elena Perez
Date of report	July 7, 2023

Description

(Provide a brief overview of the program/service activities for the quarter)

The Tutorial Assistance Program (TAP) provides remote academic support to undergraduate students in through peer tutoring (face-to-face and remote) to students taking general breadth and degree required courses over the fall quarter running from April 10 through June 9, 2023. TAP once again held our quarterly Study Jam on Sunday, June 11 from 4-8pm in the ARC, as was also the case in Fall and Winter 2023. Additionally, Drop-in Math and Chemistry tutoring were offered again this quarter for the second time since Winter 2020 and in continuation from

this winter. Each drop-in subject area was offered twice a week for a 3-hour block, with two tutors working during each hour.

Student Participation

(e.g., number of participants, number of overall visits, target population)

The target population for the program is students enrolled in general breadth and introductory courses, but upper division courses are also offered where tutor coursework allows. For Spring 2023, TAP saw 528 unique visitors (428 face-to-face tutoring and 100 remote). There were 1809 visits this quarter (1607 face-to-face and 298 remote), which is an average of 3.4 visits per unique visitor. The following is the visit breakdown:

Spring 2023: 18 Subjects Supported (an increase over Winter 2023); 54 Courses used of 96 supported, which is 56% usage. The most used subjects were: CHEM 001A with 59 students visiting 154 times; CHEM 1B with 54 students visiting 126 times; BIOL 5A with 32 students visiting 119 times; and MATH 9B with 21 students visiting 99 times. MATH & CHEM drop-in tutoring continued this quarter, with 134 visits (47 students) to MATH drop-in and 75 visits (40 students) to CHEM drop-in. These numbers show a significant increase over last quarter, especially for math, but they are still below our numbers prior to the pandemic.

TAP participated in this quarter's Fill Up for Finals event, providing 8 tutors covering 4 subject areas and 13 courses. The R'Finals Study Jam had 58 students attend. Support was available in 6 subject areas and 29 courses, with 11 tutors staffing, in addition to general writing support.

Staffing

(e.g., number of staff (professional and student employees), number of hours worked)

In Spring 2023, Tutorial Assistance had 1 career staff member allotted 0.5 FTE. This was the newly named Coordinator, who served as point of contact and also oversaw the work of two other ARC programs. Additional support was provided by the Administrative Assistant for the Academic Mentoring Program (AMP), who also supports another AMP program, and the Assistant Director of Academic Mentoring Programs.

The program began Spring quarter with 20 tutors who were returning from Winter quarter (5 tutors graduated, elected not to return, or took a short work break); 2 additional tutors joined the team in Week 8, completing their training, shadowing, and beginning tutoring in Week 10. The decision was made to have 4 tutors providing remote services and 16 working face-to-face to reflect the proportion of usage of each mode in Winter 2023. The 22 tutors worked 2168 total hours.

Partnerships and Outreach

(e.g., collaborations with other programs and campus partners, presentations, efforts to promote the program and/or the ARC)

Classroom Outreach

TAP restarted providing classroom outreach presentations for the first time since prior to the pandemic. Instructions were provided to the tutors via email during the students' spring break. Each of the 20 tutors beginning the quarter were asked to contact 5 faculty members each for courses they were qualified to tutor; a spreadsheet of the courses, their meeting dates/times

and locations, and faculty member contact information were posted to the TAP Google Drive, where the tutors could access the list. In the classes of faculty members who expressed interest, tutors then gave a short (2-5 min.) presentation sharing information with the students in the classes of on tutoring services and how to book appointments.

Tutors sent 100 emails to faculty members and presentations occurred in 49 courses (both online and face-to-face). The 43 sections the tutors did not contact were emailed by the Coordinator to inform them of the availability of tutoring services for their classes and to provide them with a flyer. (See next section.) An informational TAP services flyer was provided to those faculty members who declined a presentation but requested content to post to Canvas or share with their students.

Email content is on the TAP shared drive, as are the scripted emails and presentation content that tutors use to communicate with faculty and speak to their classes.

TAP Course Outreach: The Coordinator mailmerged and emailed faculty for courses supported during the quarter. This included notification of tutoring availability as well as an infographic for posting to course Canvas pages and/or to be shared in class. The email was sent to 43 sections. The email sent to faculty follows:

I hope you're doing well and that this quarter is off to a good start so far.

The ARC's Tutorial Assistance Program (TAP) would like to make sure you and the students in your [course catalog name] class know that free tutoring is available for them at the ARC this quarter!

Face-to-face and online tutoring appointments are now live in our [Accudemia Appointment System](https://ucr.accudemia.net/login) (https://ucr.accudemia.net/login)!

> Students can make an appointment by logging in to Accudemia using their Student ID as the User ID and Password. The full tutoring schedule is available on our website at https://arc.ucr.edu/tap and real-time availability can be found on Accudemia.
> *A note that both face-to-face and online tutoring may not be available for all courses or on all days/times; please check the schedule and Accudemia for specific availability.*
>
> Students can also make appointments by calling the ARC front desk (951-827-3721) or by visiting the ARC at 156 Skye Hall M-Th 8 am-6 pm and Fri 8 am-5 pm.

For support in writing for any course, students can visit the ARC's [Writing Support Program](#) website or access writing appointments through Accudemia. If they are seeking tutoring in courses not officially listed on our schedule, they may fill out a [Tutor Request Form](#), and we will do our best to match them with a tutor who can support that course.

Also…

<div align="center">

Drop-in tutoring is back!
For only the second quarter since before the pandemic:
Math and Chem Drop-in Tutoring are available again at the ARC!

No appointment necessary—just walk in!
See the schedule on the TAP page linked above for dates, times, and the list of courses supported.

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Thank you for your time! We would greatly appreciate your help sharing the information above and the flyer at the bottom of this email with your students through Canvas or during your class.

TUTORIAL ASSISTANCE PROGRAM

ONLINE AND IN-PERSON TUTORING WITH THE ARC!

TUTORING STARTS WEEK 2 OF SPRING

Make an appointment at arc.ucr.edu/tap and click on "Accudemia"

Supported Subjects
- Biology
- Biochemistry
- Business
- Cell Biology and Neuroscience
- Chemical Engineering
- Chemistry
- Computer Science
- Economics
- Math
- Physics
- Political Science
- Psychology
- Sociology

*See the tutoring schedule for specific courses listed at arc.ucr.edu/tap

Skye Hall Room 156
email: arc@ucr.edu
tel: (951) 827-3721
fax: (951) 827-4543

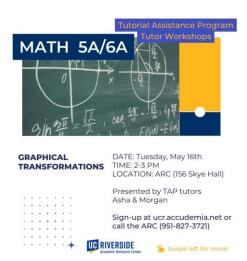UCR Academic Resource Center

UCR Undergraduate Education

African Student Programs Tutors on Location: The Coordinator worked with the Director of African Student Programs, Jamal Myrick, to place two TAP tutors one day a week for two hours each in the ASP office. The tutors supported courses identified as high-need by ASP scholars: the course supported were BCH 100, CHEM 1ABC, CHEM 8C, PHYS 2A, BIOL 5ABC, BIOL 102 (Tues., 9-11 am); and ARC35, MATH 4, 5A-10AB, 31, 46, 131, 144 (Wed., 12-2 pm). Although usage was low (tutors reported only tutoring 2 students in math topics related to the MAE), they engaged in social media marketing with ASP and in conversations with the students in the office, informing of the services offered by the ARC.

Tutor Led Workshops: TAP continued offering tutor-led workshops developed over the last two years. Tutors were asked to apply their own experience struggling with/learning the course content as well as TAP trainings on VARK Learning Styles and the internally developed PARSNIPS Tutoring Method to make fun, creative interactive content for workshops. Workshops previously delivered were scheduled strategically for presentation throughout Spring 2023 to coincide with when they would be of most use to students taking relevant classes. Professional staff communicated with faculty for CHEM 8B to confirm when the content would be covered in the course. An existing database of course syllabi were also used to try to schedule the workshops.

The workshops, with the exception of the CHEM 8B workshop, did not see any attendance this quarter. The Electrophilic Aromatic Substitution Reactions workshop saw 9 attendees. This was likely due to the continued support and partnership with the faculty members of these courses.

The 3 workshops scheduled were as follows (1 of the flyers is provided below):

1. The TL;DR of Free Body Diagrams (PHYS 2A – Online; Wed., May 3rd, 12-1pm; by Aiden and Harrison)
2. Electrophilic Aromatic Substitution Reactions (CHEM 8B – Face-to-face; Fri., May 12, 1-2pm; by Maryam and Melody)
3. Graphical Transformations (MATH 5A/6A – Face-to-face; - Tues., May. 16th, 2-3 pm; by Asha and Morgan)

Social Media posts and emails were sent to campus partners (advisors, the gender and ethnic program offices, HPAC, Athletics, the Well, some faculty) asking them to share the Tutoring schedule and other TAP events with students they support.

Timeline

(e.g., timelines for hiring/recruitment and training, relevant program events)

As in past quarters, Tutorial Assistance operated from Week 2 through Week 10 of the quarter between the hours of 8am – 6pm (Mon-Thurs) & 8am-5pm, but not 9-10 am (Fri). The following is the program timeline set for Spring 2023:

<u>Spring break</u>
March 30 – Coordinator emailed tutors with instructions for completing classroom outreach
- Tutors with workshops in development in previous quarters given hours to complete recordings in Week 1 of the quarter (prior to tutoring start)

<u>Week 1</u>
April 5 – Posted TAP Schedule to ARC website; appointments live for student booking
- Schedule posted on TAP webpage for access by Tutor clients
April 6 – Winter quarter grades requested
April 7 – First tutor meeting
<u>Week 2</u>
April 10 – 1st Day of Spring tutoring
April 12 – TAP recruitment post made to HandShake
<u>Week 3/4</u>
April 18th – TAP services email to faculty not contacted by tutors during classroom outreach process
- Spanish/Italian tutor candidates interviewed by Assistant Director of AMP
April 21 – Workshop peer review assigned to tutors with recently completed workshops
April 21-24 – Spanish/Italian tutor candidates offered positions for spring quarter start; 3rd candidate (Spanish/SOC) offered fall position
April 24 – Tutor availability for work with African Student Programs (ASP) requested
April 25 – ASP tutor hours set and communicated to ASP director
April 26 – Outreach to faculty in relevant courses for Tutor Workshops
<u>Week 5</u>
May 1 – Tutor Workshops marketing posted to ARC social media; also emailed to campus partners

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- Tutor availability for Fill Up for Finals requested

May 2 – Relevant TAP users emailed w/ Tutor Workshop flyers; sign up info shared w/ front desk; flyers shared with ARC staff

May 3 – TL;DR of Free Body Diagrams Tutor Workshops (Zoom)

Week 6

Began joint interviews with SI

May 9 – ASP Tutors on Location begins (continued through Week 10)

May 12 – Electrophilic Substituion Reactions Tutor Workshop

Week 7

May 16 – Graphical Transformations Tutor Workshop
- Fill Up for Finals assignments finalized
- Tutor interview invitations sent (interviews continued through Week 10)

May 19 – Study Jam opt-out email sent; deadline of May 25
- Asynchronous training content sent to Italian and Spanish tutor; completion deadline of 5/26

Week 8

May 24 – Summer availability call (Wufoo); deadline of 5/31

Week 9

May 31 – New tutors begin shadowing

Week 10

June 5 – New tutors begin work
- Study Jam assignments finalized and sent to tutors
- Flyer posted to ARC social media

June 9 – Last day of spring tutoring
- Tutor meeting canceled (Coordinator out)

Finals Week

June 11 – Study Jam held at ARC

Spring 2023 CRLA Tutor Training/Meeting Schedule –

Delivered at Weekly Tutor Meetings as follows:

4/7 (Week 1):
- Workshop status and timeline; classroom outreach check-in; ASP extra hours available

4/14, 4/21, 4/28 (Week 2-4):
- Referral Skills Training (CRLA topic – Other?)
- 4/21 Meeting was an asynchronous assignment related to the training

5/5, 5/12, 5/19 (Week 5-7):
- Bloom's Revised Taxonomy Training (CRLA topic: Communication – Question-Asking Strategies)

5/26 (Week 8):
- Group brainstorming – tutor resources needed; TAP innovative programming for the future

6/1 (Week 9): Farewells

6/7 (Week 10): Meeting canceled (Coordinator out of office)

Assessment and Outcomes

(How are you assessing the impact of the program/service? How were the program goals met? What can be determined)

The program Goals for the 2022-2023 academic year are:

A. Develop outreach and collaboration opportunities, enhancing existing partnerships and building new ones (e.g., w/ internal departmental programs), and explore new outreach and marketing opportunities to extend long-term TAP reach across campus, including through streamlined recruitment processes.
   a. Offered Tutor-led workshops at appropriate times of the quarter that were advertised to faculty. Faculty were asked to share their course syllabus, of which only 3 provided copies.
   b. Engaged in conversations with AMP Assistant Director and Coordinators of SI, IAW to discuss streamlined interview process for common applicants.
   c. Provided two Tutors on Location at African Student Programs 2 times per week (2 hour shift) each. Covered STEM and Math courses, per ASP course list.

B. Expand TAP available services to include roll out of process to remind students of upcoming appointments providing rescheduling and cancellation options to minimize no-show rates for students.
   a. Process held for Winter and Spring 2023 due to program staffing changes.

C. Re-vamp TAP webpage to make it more user friendly and informative for students seeking to better understand and take advantage of full scope of TAP services with the inclusion of an updated announcement board/space. Quarterly updates to be implemented no later than Week 1 of each term.
   a. Schedules updated week 1 of term.
   b. Redesign of posted schedule to reflect both remote & face-to-face session on same schedule. This was to ease confusion of support offered.
   c. Addition of TAP workshop information and updated links to ARC Employment page.
   d. Additional revamps held due to program staffing changes.

Challenges and Successes

(What went well this quarter? Where is there need for improvement?)

In defiance of the usual decrease of usage from Winter to Spring, TAP saw increased usage overall compared to last quarter in both unique visitors and total visits. This is despite decreased tutor staffing. Additionally, TAP saw increased usage of Drop-in Math and Chemistry tutoring vs. Winter 2023, indicating the value of restarting this service. This may be attributable to the tutors' classroom outreach completed prior to the first week of tutoring and possibly due to having a greater proportion of tutors available for face-to-face work (last quarter, remote tutoring usage was low compared to face-to-face usage). Italian and Spanish tutor hires were identified and brought on board this quarter and were available for Week 10 and Study Jam events.

Due to professional staff limitations, TAP was not able to debut any new tutor workshops in Spring, but several new ones were completed in this quarter and should be ready for assignment to new tutors and presentation next academic year.

Restarting Tutors on Location with African Student Programs reestablished this partnership and opens the door to renewing previous partnerships across campus and exploring new ones next academic year.

Hiring began in late April to early May. Challenges were encountered as a number of the applicants had non-qualifying GPAs, had too few qualifying courses, did not complete the TAP application process (failing to submit recommender lists), or did not set interviews after they were invited.

Plans for the Current Quarter

TAP will be supporting HESA's Math 5A and 6A students over summer, in addition to offering remote and face-to-face tutoring across a broad range of STEM courses. Summer tutors will also be asked to help brainstorm plans for next academic year, including how to smooth out the Tutor Workshop peer review and launch process, outreach to students, and fall training details. Fall training planning and programming for fall quarter in progress.

Additional Information

(Revenue/Expenses, AccuTrack reports, Feedback from students, etc.)