The Peer Tutor Program (PTP) offers high-quality co-curricular support in more than 30 courses, the majority of which are UK Core courses. The PTP’s unique tutoring model – free, drop-in, group tutoring – allows students to actively construct their own experience of academic support through tutoring. At the conclusion of the Spring 2017 semester, the PTP has seen a noteworthy increase in student access. This semester, the PTP saw a 30.8% increase in student access, with just over 12,600 tutoring sessions occurring throughout the 16 week semester, as compared to 9,694 at this time last year. This growth contributes to the department, division, and university goals by expanding student-responsive, student-led academic support through peer tutoring. The following chart details the Spring semester total sessions provided by the PTP over the past six years:

Looking at total tutoring sessions in more depth, the PTP’s traffic fluctuates dramatically week-to-week based on course homework, projects/papers, and exams. This semester, PTP offered designated Common Hour Review sessions for several of the busiest courses including CHE 107, MA 123, MA 162, STA 296, & PHY 232. These “peak” times are reflected in the weekly comparison chart below:

* The Study North opened October 2014. Prior to that PTP operated out of a single location, The Study South.

* Week of Spring Break
Subject & Location Breakdown

This semester’s traffic patterns indicate a slight decline in total sessions specifically being seen at the South campus location (3rd floor of Complex Commons), down from 6,384 sessions in Spring 2016 to only 6,303 in Spring 2017 (including Common Hour Review attendees); a decline of approximately 1.26%. In contrast, this semester The Study North (TSN) has seen a dramatic increase of approximately 95.37%, up from 3,265 to 6,379 total sessions. This is a clear indicator that while the current South Campus location, at Complex Commons, is no longer a relevant or convenient space for students, the service itself is still highly desired. The chart below shows the daily total tutoring sessions for the Spring 2017 semester, broken down by location:

![chart](image)

Note: The Study South was only open on one Sunday this semester (finals week). During the regular semester only The Study North is open on Sundays from 4pm-10pm. Both locations were closed on: Spring break (Sunday March 8th- Saturday March 12th).

Looking at the traffic patterns in more depth, the PTP has seen an increase of tutoring sessions in a handful of subjects. Some of the largest increases are being seen in:

- Biology: increase of 29.66% (up from 118 last spring to 153 this spring)
- PHY 231/232: increase of 96.94% (up from 326 sessions last spring to 642 this spring)
- MA 162: Increase of 116.9% (up from 574 last spring to 1245 this spring)
- MA 113/114: Increase of 68.80% (up from 1109 sessions last spring to 1872 this spring)

Unfortunately, the PTP has also seen a discernible decline of tutoring sessions in a handful of subjects. The two most notable declines are being seen in:

- PHY 211/213: decrease of 35.60% (down from 309 sessions last spring to 199 this spring)
- MA 111: decrease of 46.75% (down from 400 sessions last spring to 213 this spring)
The following chart displays the change in access by subject for all courses offered by the PTP for Spring 2016 and Spring 2017:

Client Demographics

A primary goal of the PTP is to enhance all UK Undergraduate students' academic experience as early and as often as possible. Aligned with this goal, as well as the University-wide retention goals, the PTP provides tutoring for UK Core Math, Science, and Business courses which historically have a high DEW rate. The PTP is also intentionally designed to create and foster an inclusive and welcoming environment for all UK students. As such, it is imperative to examine the student population that PTP is serving.

Note: The follow demographics were calculated by unique students, not unique visits.
Ethnicity

- American Indian or Alaskan Native: 2%
- Asian: 11%
- Black (Non-Hispanic): 5%
- Hispanic: 4%
- Multi-Racial: 0%
- Nonresident Alien: 3%
- Native Hawaiian or Other Pacific Islander: 3%
- unknown: 0%
- White (Non-Hispanic): 72%

First Generation
- Yes: 12%
- No: 88%

Kentucky Resident
- Yes: 36%
- No: 64%

International
- Yes: 3%
- No: 97%

Any APP
- Yes: 11%
- No: 89%
Action Steps

As the PTP closes out the Spring 2017 semester, the program will look to build off of the success from the past as well as the feedback we get from students, faculty, staff, and campus partners. A couple initiatives underway for Fall 2017, include:

1. Moving The Study: The Commons Complex building is being taken off-line, necessitating the move of The Study South services (including tutoring space as well as office and storage space). In partnership with the Honors Program, space has been identified in Donovan Hall for The Study's services to run out of for one academic year. The Transformative Learning staff will be working diligently over the summer to move all necessary supplies, technology, and support over the summer, as well developing and deploying a marketing campaign for “The Study's Move”.

2. Leadership Identity Development (LID) project: In collaboration with the Transformative Learning Assessment Team, PTP has been working to develop a model and measures to assess Peer
Tutors’ LID as it relates to their work at The Study. Based on initial data collected in the Spring 2017 semester, PTP will be enhancing and developing specific trainings and professional development opportunities for tutors to grow as leaders.

3. In response to recent calls in the peer tutoring literature regarding whether tutoring services should provide attendance confirmation for students who have been mandated to attend tutoring by his/her instructor, the Transformative Learning Assessment Team will be executing a research study (pending IRB approval) to explore further.