

### Peer Tutor Reports

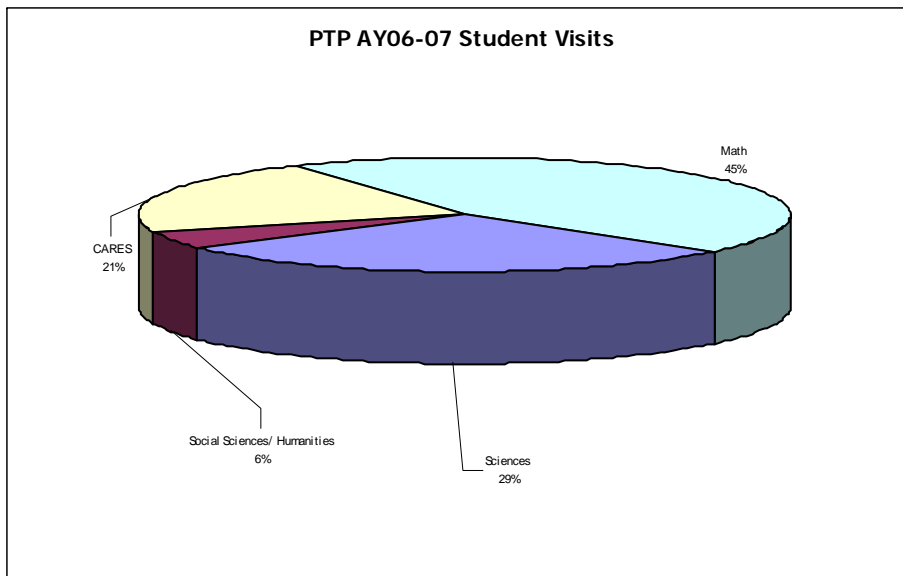
- 16 Likert-type scale (1-4) items
- 2 open response
- Sample comments:
  - “It seemed like each person I helped was so happy that they finally understood how to do their work... it made me feel like I was doing my job.”
  - “A student became very excited and satisfied that she not only solved a problem, but did it without my help as a tutor.”

### Student Feedback

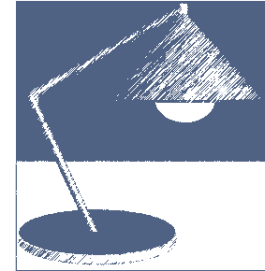
- 7 Likert-type scale (1-4) items
- 1 “comments” section
- Sample Comments:
  - “[Tutors] did not make me feel insecure when I didn’t understand a problem. Please keep *The Study* running!”
  - “The study sessions have really improved my understanding of the subject.”

### Student Access

9,269 tutoring sessions conducted to date for the current academic year



## Come Early, Come Often: Enhancing Academics by Implementing a Peer Tutoring Program



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The Peer Tutoring Program at UK is situated within Academic Enhancement—a set of programs focused on addressing retention and persistence. Free tutoring is offered for more than 50 courses which are largely populated by first-year students. Our model of proactive, preventive assistance will be presented including theoretical and functional design, methods of Peer Tutoring, and Peer Tutor training. The presentation will highlight the levels of assessment used to measure the efficacy of the program.

## Theoretical and Functional Design

- University-wide resource
- Direct support from Associate Provost and Provost
- Collaborators include:
  - Office of Residence Life
  - UK Student Government
  - College of Arts and Sciences
  - Office of the Provost
  - CARES (Center for Academic Resources and Enrichment Services)
  - Disability Resource Center
- Effective, efficient academic support



## History of Academic Enhancement at UK

- Created in Fall 2004
- Grew out of First Year Initiatives
- Centralization of several smaller programs to provide seamless delivery ("one-stop shopping")
- Focus on retention and persistence

## 5 Goals of the Peer Tutoring Program

1. Assist students in making successful academic transitions.
2. Facilitate learning in target courses.
3. Enhance academic experiences by providing a proactive learning model.
4. Guide students toward achieving their academic potential.
5. Serve as a role model for successful student learning.

## Efficacy of Peer Tutors

- Students regularly seek peer assistance on their own (e.g., hallmates). Our program provides structure and accountability for naturally occurring interactions in a supervised environment.
- Peer Tutor Requirements:
  - Undergraduate UK student in good standing (GPA  $\geq$  3.0)
  - Successfully completed courses they tutor
  - Application, transcripts, recommendation, interview
  - Scheduling for consistency (3+ hour shifts)
  - Professional demeanor
- Perceived by students as approachable
- Relate with students on a personal level
- Following Vygotsky's "scaffolding" process, these students have recently completed the courses they tutor

## Assessment

- Multiple levels of assessment employed to gauge effectiveness of learning interactions between undergraduate peers.
- Data Collection System:
  - Students required to swipe in/out
  - Predicting peak demand for particular subjects
  - Schedule tutors based on traffic
  - Predict future budgetary needs
- Peer Tutor Reports
- Student feedback
- External review by the Office of Institutional Research in progress